



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 511447

DfES Number: 581284

INSPECTION DETAILS

Inspection Date 15/12/2004
Inspector Name Susan, Helen Spencer

SETTING DETAILS

Day Care Type Full Day Care, Sessional Day Care, Creche Day Care
Setting Name Fayge Sufrin Kindergarten
Setting Address Bnos Yisroel School
Leicester Road
Salford
Lancashire
M7 4DA

REGISTERED PROVIDER DETAILS

Name Mrs Towa Dunner

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

The Fayge Surfin Kindergarten is attached to an independant school. It has been open for approximately 23 years and operates from three rooms in the Bnos Yisroel School. it is situated in Salford, Greater Manchester and has the use of the school facilities. All children have access to a secure enclosed outdoor play area. A creche and playgroup operate from a portacabin in the same grounds. The setting opens from 08.30 to 15.45 Monday to Thursday and in the morning on Friday. It is open in school term time only.

There are currently 31 children aged between three and four years on roll and they attend for a variety of sessions. All the children receive funding for nursery education. The nursery has experience of supporting children identified as having special educational needs. The kindergarten supports some children who speak English as an additional language.

The kindergarten employs 11 staff of whom 9 work with the children. Some of the staff have an early years qualification and others are working towards a qualification. The setting receives support from a teacher from the Early Years Development and Childcare partnership and some staff with specific expertise from the school also occasionally work in the kindergarten.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Fayge Surfin Kindergarten has some significant weaknesses. Children make generally good progress in personal, social and emotional development, knowledge and understanding of the world and mathematical and physical development. There are significant weaknesses in their progress in communication, language and literacy and creative development.

The quality of teaching has significant weaknesses. Staff have very good relationships with the children and make them feel safe and well cared for. They teach Hebrew and Kodesh studies well because they are very knowledgeable. Children are challenged to learn the words of the Sedra and prayers but other activities offer few challenges for them. Children are not involved enough in making choices, for example, in the art activities, because staff have already determined the outcome.

Assessment procedures are adequate but record keeping is more haphazard and has been adversely affected by the recent move. Staff observe the children and record notes on 'sticky labels' which are transferred to the child's record. Unfortunately, these records were not available and the two that were shown had very few entries for a year's work.

The leadership and management of the kindergarten have significant weaknesses. A good set of policies steer the general management of the setting. Staff access courses and advice has been sought from other settings and the advisory teacher. There is little monitoring of provision and so management do not have a clear picture of the strengths and weaknesses of teaching and learning.

The partnership with parents is very good. Parents are delighted with the kindergarten, believing that it gives their child an ideal start to their education. They receive ample information about the setting before their child starts attending. They also receive feedback about their child's progress, especially concerning Kodesh studies, each week.

What is being done well?

- Kodesh studies are taught well. Children join in with the Sedra and know many of the words and responses. They engage in many activities which celebrate their own culture like praying before eating and bringing money from home to help those less fortunate than themselves.
- Children have a good understanding of Hebrew letters and sounds, linking some of them accurately to words. Many are writing in Hebrew their own name and other words.
- Children are happy, play well with each other and are respectful to adults.

- Children count well in English and some are beginning to recognise numerals.
- Parents are delighted with the kindergarten because it actively promotes all the cultural values that they hold dear.

What needs to be improved?

- the monitoring and evaluation of teaching and learning so that management has a clear picture of the strengths and weaknesses of provision
- opportunities for children to mark make during role play
- the selection of books available for children to share
- activities which are dominated by the teachers' ideas
- opportunities for children to show their independence and make choices.

What has improved since the last inspection?

Overall, there has been generally good progress on the key issues from the last inspection but there are large variations between the setting's responses to the different issues.

The first issue asked the setting to improve children's access to technology and this has been done quite well. Children now use the electronic piano to produce all sorts of sounds or play with the tape recorder, for example, to record their own voices.

The second issue asked the setting to help children make the link between letter sounds and reading and writing skills and this has been done very well. Children chant the Hebrew alphabet and answer questions in the form of 'What begins with this sound?'. They also receive additional, intensive, small group tuition in the mornings.

The third issue asked the setting to find ways for children to appreciate other cultures and there has been little progress on this. Staff talk to children about events they see and hear around them, like Bonfire night, and children put together a jigsaw which depicts children in national dress but little else has been done.

The final issue asked the setting to reorganise the accommodation so that the children would not be educated in a small room. There has been very good improvement on this issue because the kindergarten is now accommodated in some large rooms alongside the school building.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children enter the setting happily and are keen to be involved in the few activities available. They have a positive relationship with staff, who are very caring, and with each other, for example, they care for others and give money for those less well off than themselves. Their spiritual awareness is developed well through prayer and bible stories. Children concentrate well at activities but have few opportunities to make choices or demonstrate their independence during the day.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children communicate their needs and thoughts in English or Hebrew using phrases and sentences to explain themselves and to talk socially. They listen attentively but the 'Sedra' is too long for their concentration. Children chant the Hebrew alphabet and link some of the sounds to words. Some children write their own name in Hebrew but they have too few opportunities to write during free play. Children rarely use the book area because it is uninviting and has a narrow range of books.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children recognise and name the basic colours. They use this knowledge well to sort pegs in order to copy an intricate pattern using pegs and a board. Children name the basic flat shapes when playing with the magnetic picture boards. They also point to similar shapes around the room. Children count in English to five, with many able to go beyond this, accurately. A few identify some of the numerals. Able children use the language of position and size in their play but many children do not.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children know a great deal about their own faith, through their Kodesh [religious] studies, and stories from the Bible but they are less aware of other cultures. They know how ingredients change when mixed or heated through their cookery activities. In their play with the cars children use English words like 'street', 'path' and 'house' correctly showing that they have some knowledge of places. Children play with an electronic piano but staff do not extend their understanding of how it works.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move around the room sensibly, avoiding each other and obstacles. They show good control of their movements when climbing the steps of the slide, using alternate feet. They enjoy moving through and over the climbing apparatus in the yard. There was no evidence that children use the tricycles and scooters. Children place small objects like magnetic shapes and pegs accurately to complete their pictures and patterns. They hold pencils effectively but some do not hold paintbrushes properly.

CREATIVE DEVELOPMENT

Judgement: Significant Weaknesses

Children play well together in the home, expanding their English vocabulary and acting out 'caring for their babies'. Children's paintings are all very similar and none are yet displayed around the rooms. Many of them do not hold a paintbrush correctly and thus do not get a good finish to their work. Group art tasks, like the sheep, cow and rooster, are dominated by teacher's ideas rather than allowing the children to voice their views. Children sing quite well in both Hebrew and English.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- implement a policy and procedures to robustly monitor and evaluate teaching and learning
- encourage staff to listen to and act upon children's ideas
- devise routines and activities which will promote children's independence and ability to make informed choices.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.