



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 316754

DfES Number: 514411

INSPECTION DETAILS

Inspection Date 24/01/2005
Inspector Name (Kate) Kathryn, Jane Ryder

SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care
Setting Name Bury and Whitefield Jewish Nursery and Out of School Club
Setting Address Parr Lane
Bury
Lancashire
BL9 8JT

REGISTERED PROVIDER DETAILS

Name The Management Committee

ORGANISATION DETAILS

Name The Management Committee
Address Bury and Whitefield Jewish Nursery
Parr Lane
Bury
Lancashire
BL9 8JT

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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 Bury and Whitefield Jewish Nursery and Out of School Club opened in 1987. It operates from three main rooms of a purpose built state maintained nursery unit in Unsworth, Whitefield. A maximum of 32 children may attend the nursery at any one time and a maximum of 76 in the out of school club. The nursery is open each weekday from 08:45 to 15:30 during school term and the out of school club opens from 08:00 to 08:45 and 15:30 to 17:30 Monday to Thursday, on Fridays it closes at 15:30. During school holidays the out of school club opens from 08:00 to 17:30.

There are currently 17 children aged from two to three years on roll in the nursery and up to 65 children in the out of school club. Of these, two children receive funding for nursery education. The setting serves children of the Jewish faith and it supports a child who speaks English as an additional language. Children attend for a variety of sessions, either full or part time.

The nursery employs five staff, three of whom including the manager hold appropriate early years qualifications and one is working towards a qualification. There is a total of eleven staff working in the out of school club.

The setting receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Bury and Whitefield Jewish Nursery and Out of School Club provides good care for children.

The majority of staff have early years qualifications and a clear induction procedure for new staff is implemented. Children are in appropriate age and size groups and are attached to a key worker. Children under three years who attend outside the nurseries opening times are accommodated separately to the out of school children. The environment is child centred with children's work displayed throughout and the play space is very well organised. Written records are in place but require attention.

There are effective policies and procedures in place to maintain a safe environment for children and there are very clear practice routines that promote children's personal health and hygiene. Staff have good knowledge and understanding about child protection issues and procedures.

Children are provided with a wide range of toys and activities but they do not always access them without adult direction. Staff plan activities within an early years curriculum framework and follow birth to three matters for younger children. However some activities are too challenging for the children's level of understanding. Systems are in place to monitor children's development. Staff have a consistent approach towards managing children's behaviour and they respond well.

Good relationships are established with parents. They are provided with good information about the setting and have easy access to the nurseries policies and procedures.

What has improved since the last inspection?

At the last inspection it was agreed to address five issues. Three of them related to meeting the needs of children aged under three years, in particular to making opportunities for them to explore the environment and resources, implementing systems to identify their individual care needs and to review sleeping and nappy changing procedures. Good progress has been made in connection with identifying individual needs and sleeping/nappy routines but further progress is needed in encouraging children to access resources without adult direction. An issue related to the mealtime arrangements has been addressed and led to improvements. The fifth issue concerned documentation and although some improvements have been made others need to be addressed.

What is being done well?

- The number of qualified staff is good and the commitment to ongoing training ensures staff have opportunities to update their childcare knowledge and skills. A planned induction process for new staff ensure they become familiar with the settings policies and procedures and the key worker system ensures staff respond to the children's needs well. The play space is very well organised including outdoor activities. Care is taken to keep children under three separate and in their own familiar room if they attend out of nursery hours.
- Attention to children's safety is emphasised, they are very well supervised both indoors and outdoors and security measures are very high with the use of cctv, electronic gates and a going home instruction book. Sufficient staff have first aid certificates. A good induction process ensures new staff are given information about child protection issues and they are clear about their role in the procedure.
- Staff have consistent and positive approaches to the management of children's behaviour. They use a range of appropriate strategies and the use of reward sticker books along with moral standards encouraged through

Jewish studies results in positive behaviour.

- Good procedures are in place to keep parents well informed about the setting and their child's progress. They are provided with regular newsletters, updated notice boards, a comment/complaint book, daily diaries and development files. Parents have access to the nurseries written policies and procedures.

What needs to be improved?

- the care, learning and play, so that staff plan activities that meet children's developmental needs and that are not too challenging; to encourage children to play freely and make more independent choices and to involve the keyworker in the settling in period for new children
- the hygiene related to uncovered sliced fruit, to ensure basic food hygiene is observed
- the documentation, to provide a clear daily record of children's times of attendance; to provide a fire evacuation record specific to the nursery; to provide information regarding bullying to the managing behaviour policy; to add Ofsted's details to the complaints procedure; to review the child protection statement and to ensure all policies and procedures are organised and kept together.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaint to report.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
8	Make sure that fruit made accessible to the children is hygieneically stored.
3	Ensure staff have the knowledge to plan activities to suit the developmental age of all the children and encourage children to make more choices so that they are able to access all the available resources without adult direction and encourage the key worker to become more involved in the settling in period for new children and interact more with parent and child.
14	Ensure the children's signing in register is a clear daily record; keep a separate fire evacuation record from the main school; review the behaviour policy to include information about bullying; add Ofsted's details to the complaints procedure; review the child protection statement in line with current legislation and make sure that the policy and procedure file is organised and complete.

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

How effective is the nursery education?

Bury and Whitefield Jewish Nursery offers good quality provision which helps children to make generally good progress in the six areas of learning, towards the early learning goals.

The staff have made very good progress on planning in recent months. They plan an interesting and varied range of activities which help children make good progress in all areas of learning. Short term planning, however, sometimes lacks sufficient focus with the result that staff are not always clear about what they want the children to learn from activities. They have not yet made clear links between assessments of children's progress and planning for the next steps in their learning, with the result that some activities are too challenging for the children's level of understanding.

The staff are very skilled at managing children's behaviour, the children respond well to frequent praise and encouragement which promotes their good behaviour and confidence.

The Jewish studies contribute well to children's learning in all six areas, and in particular to children's social, moral, spiritual and cultural development.

The nursery has a good range of resources which are well organised into learning areas, though the children are not sufficiently encouraged to use all the available resources independently to extend their own play and learning ideas.

Leadership and management are generally good. The staff are well deployed to support the children during play, and have clear roles and responsibilities. The nursery is planning to introduce staff appraisal systems which will help in identifying future staff training needs.

Partnership with parents and carers is generally good and contributes to children's progress. Parents are provided with good written information, such as planning sheets on notice boards and newsletters which keep them well informed about the curriculum.

What is being done well?

- Children's social, moral, spiritual and cultural development is very well promoted. Children develop a good sense of respect, for themselves and for others. They behave very well indeed, responding positively to clear instructions and frequent praise and encouragement from the supportive staff. They develop a very strong sense of self as members of the Jewish community. The Jewish studies help to promote the children's learning.
- The staff team have made very good progress on the recent review of planning systems and with the introduction of more resources to promote

children's mathematical understanding.

- The outdoor area is used well to promote learning. Children play outdoors very frequently and access a range of well-planned activities. They often go for walks in the local area to find out more about the world in which they live.

What needs to be improved?

- the activity planning, to ensure more focussed learning outcomes for planned activities, and to introduce systems to evaluate how the stepping stones will be sufficiently promoted over time
- the systems for assessing children's progress. To ensure that records provide an up to date picture of what children can do, and can be used to inform the planning and provision of activities which are challenging at a level appropriate to children's understanding
- the staff skills and knowledge in how to encourage children to make more choices, and benefit fully from the range of activities and resources which are accessible to them.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children settle well into the nursery. They receive good support from staff which enables them to feel secure and confident. They behave very well, responding positively to praise received for their good deeds and efforts which are posted on the Mitzvah tree or in their reward sticker books. The children concentrate and persist well at activities, though do not frequently access the wide range of resources available to develop their own play ideas.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers and good listeners. They listen with interest to stories, and enjoy sharing favourite books together. They talk confidently to each other and with adults and use language well to communicate what they are doing during play activities. Children use some opportunities to practice early writing skills in a well resourced mark making area, though less often during play, such as during role play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count often during play, such as counting how many sand castles they have made and how many monkeys on a glove puppet. They develop early calculating skills, understanding the concepts of one less for example during a number song. They develop a good understanding of shape, space and measure during activities such as naming and jumping from shape to shape in the outdoor area. They do not use the good range of resources routinely to consolidate their learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

The children have good opportunities to learn about the world in which they live. They learn about nature when they plant seeds, and when they discuss the growth of trees as they celebrate Tu B'Shvat. They often go outdoors and experience weather such as snow and rain, and go for walks locally to observe features in their local environment. They learn about cultures and beliefs of others when they celebrate festivals such as Chinese new year.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children engage readily in many good planned opportunities to practice movement, co-ordination and control, such as frequent well-planned outdoor play sessions, and weekly dance and tumble tots sessions. They learn to negotiate space very well as they jump from shape to shape in the outdoor area and move around the other children during dance class. They develop fine motor skills and hand eye co-ordination through using resources such as scissors and pencils.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children create pictures and objects in two and three dimensions using a range of interesting materials, often during adult-led activities, and less often during self-chosen activities. They use their senses often, exploring the texture of resources such as rice and gloop, and tasting different foods for example. They use their imagination well as they enjoy role play in the home area. They have some planned sessions to explore sound and music, and they enjoy singing familiar songs each day.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Continue to develop the planning and assessment systems ensuring that assessments provide a clear picture of what children can do and are used to plan the next steps in children's progress. Develop the short term plans to provide more focussed learning outcomes and put systems in place to ensure that all aspects of the six areas of learning are sufficiently promoted over time.
- further develop staff skills and knowledge in how to encourage the children to make more choices about what they do, to increase their independent play and learning opportunities. This will enable the children to benefit fully from the wide range of resources which are accessible to them.

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.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.