

Habonim Day Nursery

Inspection report for early years provision

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Inspector Wendy Fitton

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Habonim Day Nursery opened in 1979. The nursery is privately owned and re-registered in 1994. The nursery operates from premises standing in private grounds in the Salford area of Manchester. The nursery is registered for a maximum of 85 children on the Early Years Register. There are currently 93 children on roll in the early years age range. The nursery provides funded early education for three- and four-year-olds.

The nursery is open all year; five days a week from 8.15am until 6pm on Monday to Thursday. On Fridays the nursery is open from 8.15am to 3pm. All children share access to secure outdoor play areas and a gymnasium.

The team of 21 staff and includes the nursery owner, the nursery manager and the deputy manager. Of these, 20 staff are qualified to National Vocational Qualification Levels 2 and 3; with two staff with Nursery Nursing Diplomas. Other staff are working towards a level 4 qualification and two staff are working towards a Foundation Degree in early years. A nursery cook is employed. The setting is supported by the local authority quality childcare advisor.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a stimulating and child-centred setting. The welcoming environment is fully inclusive and reflects the children's backgrounds and family lifestyles. The organisation of the educational programmes reflects rich, varied and imaginative experiences to meet the individual needs of the children. There are effective partnerships established with both parents and carers, with strong links to other professionals to meet the children's welfare and developmental needs. The system for evaluating the quality of the provision is in the early stages. Management have an accurate understanding of the strengths and weaknesses of the provision and continue to take steps to improve standards and make progress on what it has accomplished so far.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop the evaluation of the setting to retain the quality of the provision and further promote the outcomes for children in liaison with staff and parents
- review the content of children's learning journeys to make them more interesting and informative for parents.

The effectiveness of leadership and management of the early years provision

Children are protected and safeguarded through the policies and procedures that are in place that ensure those working with children are safe to do so. The nursery's safeguarding policies are effectively implemented and staff know their role and duty in keeping children safe from harm. Staff are experienced and qualified in various aspects of the learning and welfare of young children. They have qualification certificates for childcare and education and have completed workshops for first aid, safeguarding and working with babies. There are detailed risk assessments and health and safety practices in place that ensure children's safety and well-being are maintained at all times. Management are involved in any self-evaluation processes and are working towards the involvement of staff and parents through questionnaires. This will ensure that everyone can channel their efforts and ideas into successfully improving the outcomes for children and the provision.

Children make good progress in their learning and development as the deployment of resources is good. Staff use resources and equipment creatively and imaginatively and are positive in making changes and taking things forward. For example, in relation to the planning of child-initiated activities and the enhancements of areas and equipment to interest and challenge the children. The children are grouped according to their ages and stages of development in separate areas, with key people to plan for their individual needs and interests. Partnerships with parents are positive and help children to feel secure. Parents are welcomed into the nursery and warmly greeted. They have access to a wealth of information about the organisation through the notice boards around the nursery and the welcome brochure. Settling-in procedures are followed and parents provide 'all about me' information. This information enables the key person to provide appropriate care and meet all learning and development needs. Parents have opportunities to be involved in their children's development and progress as they see their children's learning journeys and are informed of their child's progress through three-monthly reports. However, children's learning journeys detail lots of written information and are limited in showing exactly what children are learning and experiencing as they progress towards the early learning goals.

Partnerships with other professionals are effective and ensure children are supported and that there is continuity of learning and care. Staff link with the local authority quality childcare advisor, support agencies for children who may have additional needs and various professionals for transitional purposes. The environment is inclusive, reflecting the local community and the families that attend. Important information is shared with staff regarding children's medical needs, family lifestyles, religious needs and interests. Staff also promote equality and diversity through implementing the policies and procedures and helping children to learn about differences and the wider community.

The quality and standards of the early years provision and outcomes for children

Staff have a good knowledge of the learning and development requirements. They support children's learning through well-planned activities and experiences. The planning of the learning environment is linked to the curriculum areas. There is free access to continuous provision throughout the day and this includes the outdoor provision and gymnasium area. The storage and accessibility of toys and equipment is effective and enables the children to plan and organise their games, activities and use of toys. Staff respond effectively to the information provided by parents and plan for individual learning needs and interests. This helps children to feel secure and confident. Each child is assigned a key person to be responsible for their development, routine care practices and liaison with parents. Staff follow children's leads and note down any significant comments and also record spontaneous observations throughout the day. Staff use these comments to inform their planning for the individual child and look at their future learning needs. Each child has a learning profile with records of their achievements and comments gathered by staff. However, the learning profiles are full of written information and do not clearly document or show examples of children during their play and activities to actively involve and interest parents.

Children develop their independence as they tend to their own toileting needs and learn the importance of good hygiene using wipes and tissues. They have positive relationships with each other and learn about positive behaviours through being kind, helpful, sharing and caring. They develop positive self-esteem as they are given stickers and rewards for good behaviour, and are confident and familiar with their key person through positive nurturing and cuddles. Children learn to listen to each other and are encouraged to speak out in the group, sharing their news and information. They respond to open questions and use complex words and sentences during their play when rolling and cutting play dough and role play in the ice cream parlour. Children recognise their names and letters and see lots of labels on furniture, displays and equipment. Their physical and health needs are well met through access to a well-planned outdoor area and a gymnasium where they use large wheeled toys, push-alongs, rockers and climbing equipment. Their fine motor skills develop as they thread, construct and build and use one-handed tools. Children are provided with a balance of healthy foods and regular drinks and they sleep and rest according to their needs. Children learn about differences through talking about people and feelings, seeing pictures, books and photographs showing cultures, religions and disabilities, and through various festivals and celebrations. Children learn about the seasons and enjoy the interesting activities based around the 'sunshine' theme. They develop their imaginative and creative skills as they make pictures and collages using different tools and mediums, paint freely and explore sand, water and collage materials.

Staff are fully committed to quality care, which actively promotes the children's knowledge and understanding of safety and healthy lifestyles. This develops their skills for the future, which enables them to make a positive contribution. Staff listen to the children and act on non-verbal signs and follow clear consistent boundaries so children understand what is acceptable behaviour. Children respond

to positive praise and encouragement and feel good about themselves when they receive a sticker or a star for the chart. Children are given lots of genuine care, cuddles and reassurance. They are happy and content in their environment and look to staff for comfort if they are upset or uncomfortable. Children make a positive contribution, enjoy their learning and learn about expected behaviours. They behave well and are occupied and interested in what they are doing. Children feel safe and secure in their environment and have positive relationships with their key person. They feel a sense of belonging and familiarity with the routines. They understand the importance of staying safe and inform staff when they leave the room. They tidy up toys from the floor and know to close the safety gates and use the stairs safely. Children learn about good health and hygiene and are involved with the oral health improvement team for keeping teeth clean and healthy. Children are provided with a healthy balanced diet according to all dietary and religious needs. They freely access the bathroom facilities and follow good practices for hand washing using liquid soap and disposable towels.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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