

Bury and Whitefield Jewish Nursery and Out of School Club

Inspection report for early years provision

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Type of setting	Childcare - Non-Domestic

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

The Bury and Whitefield Jewish Nursery and Out of School Club opened in 1987. It is organised and managed by the governing body of Bury and Whitefield Jewish Nursery School. The premises are purpose built and situated in the Unsworth area of Whitefield, Bury in Lancashire. Children have access to two nursery classrooms, outdoor play areas and associated facilities.

The nursery is open each weekday from 8am to 6pm all year round, apart from Bank Holidays and Jewish Holidays. Children attend for a variety of sessions. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery provides full day care for a maximum of 50 children aged from birth up to eight years, all of whom may be on the Early Years Register. Of these, a maximum of 24 children under two years may attend. There are currently 16 children attending who are within the Early Years Foundation Stage. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery currently employs five staff. Of these, all hold appropriate early years qualifications, four of which are level 3 or above. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well in this small and friendly setting provided by staff who are highly motivated to achieve the best for children. Overall, children make good progress in their learning because teaching is rooted in a comprehensive understanding of the needs of children and they plan activities to ensure that most of their individual needs are met. In the main, the setting works well with parents and other providers of the Early Years Foundation Stage. They support children with special education needs and/or disabilities and provide effective support for children with English as an additional language. Effective self-evaluation processes are in place to ensure enhanced improvement in well chosen areas. Most documentation is in place, monitored and effective in practice.

What steps need to be taken to improve provision further?

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

- identify children's starting points and strengthen the links between planning and assessment systems to clearly show how their individual next steps are to be planned for
- involve parents in their children's learning and development.

The effectiveness of leadership and management of the early years provision

Staff are knowledgeable about safeguarding policies and have effective procedures in place to manage any concerns that they may have about children in their care. These are shared with parents and staff through detailed welcome and induction packs. Comprehensive systems ensure that staff are suitably checked and qualified for their role. The manager places a strong emphasis on ensuring the setting is safe for all, through detailed and regularly reviewed risk assessments.

Staff fully understand the Early Years Foundation Stage and use this effectively to support children's learning. The management team place a high priority on ensuring staff are well trained and up-to-date with new developments. For example, all staff take part in regular meetings to discuss future changes and add their own thoughts. The environment gives all children a wide range of activities to choose from both inside and outside. For example, all areas are clearly labelled with photos and at child height so children can develop their own ideas.

The manager works closely with all staff to evaluate and monitor their practice. The recommendations from the previous inspection have been met, through the use of detailed and well targeted action plans. For example, the manager has ensured that registers now contain all relevant details and a procedure is in place to ensure they are completed correctly. The manager uses the Ofsted self-evaluation form effectively to evaluate practice. Together with staff, the manager has set comprehensive targets and actions, such as, developing further the baby room that they opened this year.

The setting has good relationships with parents and carers. They use a variety of methods to share children's progress, including a daily diary, which enables parents to continue the learning at home. However, some opportunities for parents to be fully involved in children's learning, such as contributing to their learning journeys, are missed. Potentially this means that opportunities to build on children's interests are overlooked. Parents' views are used to inform the setting's self-evaluation. For example, when developing the setting's menus, parents were fully involved in the process. The setting is committed to working well with other providers and shares information with schools, through the use of transition sheets detailing children's progress and needs.

The setting has procedures in place to provide good support for children who have special education needs and/or disabilities. For example, they work closely with outside agencies and parents to develop individual education plans. Staff work continuously towards making sure that they are inclusive and staff ensure that children who have English as an additional language have their home language on display in the setting. For example, staff have developed a 'Manners Garden' where please and thank you are displayed in the different languages used.

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

Children settle quickly in to the setting and feel safe and secure in the environment. This is because the staff get to know the children really well as it is a small setting and staff spend lots of time working with children on a one-to-one basis. Children move around the setting safely and staff give children clear boundaries. For example, children are reminded when using the bikes inside to be careful not to bump in to the furniture. Children use the equipment inside, such as cutters in the malleable area safely because staff know when to offer support and when not to as they have a clear understanding of children's development. Children are supported in learning how to be safe outside the setting by visitors, such as the local lollipop person, who talks to them about road safety.

Children have good opportunities to learn about healthy lifestyles. At lunch time children select their own deserts from a healthy selection provided by staff. Food provided by the local school is healthy and nutritious and menus are shared with parents, so children's needs are taken in to consideration. Before lunch and snack, children are encouraged to wash their hands with visual reminders in all areas to support them. This means they are learning effective hygiene routines. The setting places a high emphasis on outdoor play and provides children with a challenging environment to develop their physical skills. For example, children use the simple climbing area with support from staff.

Children make good progress towards the early learning goals as staff regularly observe children and are beginning to track their progress and identify starting points. However, because this is only just in place for all children, some opportunities to maximise children's learning are potentially missed. Interesting activities are planned for children that are focused on children's next steps. Children take part in a range of mark making. For example, children use magnetic pens to move balls around a track, which helps to develop their fine motor skills. They really enjoy reading stories with staff, pointing to the pictures, turning the pages themselves and tracking from left to right as the staff read. They use opportunities in every day play, such as counting the puzzle pieces back in to the box at tidy up time, to develop effective counting skills. Children use a range of age appropriate technological equipment in both rooms. They use simple button toys to play music and explore cause and effect. This supports them in developing skills for the future.

Children are well behaved in the setting and are encouraged to be independent at lunch and snack times. They help to set the table and pour their own drinks, as well as putting their own aprons on with support. Babies in the setting excitedly show their real enthusiasm for activities, such as sensory play, exploring the textures of different papers. Children learn about their own and other cultures through a well organised range of activities and resources. For Chanukah, children make their own biscuits and link this to other religious festivals such as Christmas to support their understanding.

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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met