

# North Cheshire Jewish Nursery Education Trust

Inspection report for early years provision

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<b>Unique reference number</b>	EY340703
<b>Inspection date</b>	20/12/2011
<b>Inspector</b>	Tracey Harrison

<b>Setting address</b>	St. Anns Road, Heald Green, CHESHIRE, SK8 4RZ
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<b>Type of setting</b>	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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

North Cheshire Jewish Nursery Education Trust has been registered since 2006. The facility operates from a dedicated nursery building in the campus of North Cheshire Jewish Primary School, which is in the Heald Green area of Stockport. The nursery caters for children from the South Manchester area.

The facility is open from 8am to 6pm Monday to Thursday. On Fridays the nursery opens from 8am to 4pm from February to October and from October to February the nursery opens from 8am to 2pm. The nursery is open all year round, except for all Jewish festivals and bank holidays.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 70 children may attend the nursery at any one time. There are currently 62 children aged from six months to under five years on roll. The nursery has a number of children with English as an additional language.

There are 19 members of staff, 16 of whom hold an early years qualification including one teacher. The nursery is a member of the National Day Nursery Association and the staff gain support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a well-organised nursery that provides a welcoming and secure atmosphere for all children. A secure knowledge of the Early Years Foundation Stage and each child's needs supports staff in effectively promoting children's welfare and learning. The nursery works closely with partners and parents making sure that the needs of all children are met, along with any additional support needs. Written documentation that underpins their practice is generally well maintained. Strong links with parents ensure they are kept very well informed of their children's progress. Managers are motivated to secure improvement for the setting and generally have an accurate understanding of what will bring about improvement.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare)(also applies to both parts of the Childcare Register). 03/01/2012

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

- develop the observation and assessment process in order to make the learning intention more specific and so it clearly links to the planning to fully demonstrate progression
- develop further the process of self-evaluation in order to accurately identify key strengths and priorities for the improvement of the quality of provision.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded and well protected in the setting because the staff have a good understanding of safeguarding policies and regularly attend training updates. Clear procedures support staff to manage any concerns they may have about children in their care. Staff are also appropriately vetted and are safe and suitable to work with young children. All reasonable steps are taken to ensure the safety of children at the nursery such as regular fire drills, daily safety checks and secure grounds. Written procedures are regularly updated and shared with parents who sign to show they have understood them. All contracts are in place with additional information gathered to ensure the nursery meets the needs of the children. The nursery has sought a variety of consents such as seeking emergency medical advice, outings and photographs but they have not clearly understood the regulations regarding consent for administering non-prescription medication. The staff always contact parents to request verbal permission to administer non-prescription medication if this is needed quickly, such as pain and fever relief; however, they do not obtain written consent which is a breach in the legal requirements. The manager agreed to address this immediately to ensure children remain safe.

The nursery provides an inclusive environment for the children they care for and pay close attention to the community they live in. This is an Orthodox Jewish nursery and includes all Jewish festivals, prayers and customs. However, their religion and equal opportunity policies ensure they also promote and recognise other faiths and traditions. These policies reflect the supportive approach staff take to ensuring all children are included and valued including those with English as an additional language. Parents are kept very well informed about their child's progress through a variety of formats such as regular newsletters and parents information sessions. Staff also request information about what children's interests are outside the setting and include parent's observations of their children in their learning journeys. This effective liaison with parents and carers contributes to improvements in children's well-being and development.

Staff are knowledgeable about the Early Years Foundation Stage and use this well to support children in their learning. The environment is well organised and accessible to the children with high staff ratios. For example, children benefit from bright and inviting rooms with children's work displayed and toys and equipment that is easily accessible for children to choose from. The available resources are used well to contribute to children's learning. Effective relationships with the school enable staff to support smooth transitions for children entering reception class.

The nursery is aware of their strengths and weaknesses. Managers continually look for ways to improve outcomes for the children. They are generally proactive in their approach and to this end have begun to include staff and other professionals in this process. Targets set are ambitious and plans for further improvement have been developed. They have addressed previous actions and recommendations promptly and effectively and are in the process of implementing actions to sustain further improvements.

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

Children enjoy a varied and interesting range of activities which have been well thought through by staff. Initially when children first start they focus on how they settle, encouraging their social skills and discovering their personalities. Staff encourage parents to bring in pictures of people who are important to the children, which are displayed in their rooms. They regularly seek information from parents about what the children do at home and about any significant events that may occur in their lives, which can be included in planning for activities. This means that children and parents feel valued and are become involved in their child's learning.

Children clearly enjoy their time at nursery as staff provide a caring and calm atmosphere. All children are treated fairly making them feel secure and happy. The staff provide key activities such as collages, mark making and construction, which are easily accessible and age-appropriate. Children know what is expected of them because staff patiently reinforce rules and boundaries during the day. For example, children demonstrate a clear understanding of turn taking and safe physical play during party games and they happily cheer for the winner.

Children show a good awareness of healthy lifestyles as they adopt good personal hygiene routines. Children are confident to explain how they wash hands to 'kill the germs' before they eat snack. They understand the importance of healthy eating and are provided with regular portions of fruit and vegetables throughout the day. Staff encourage children to try new foods whilst taking account of preference and any allergies children may have. Cooked meals are provided by the school kitchen and all other snacks and drinks are catered for from the on-site 'dairy' kitchen. All meals provided are 'kosher' with a vegetarian option available. Drinks are consistently supplied as children are offered water or milk to keep them hydrated. Babies and very young children appear content and settled because their health, physical and dietary needs are effectively met by the staff.

Children often explore new environments and resources as staff observe children regularly and rotate resources to extend learning according to their interests. For example, children enjoy playing with the dolls and brushing their hair so staff provided a 'hair salon' in the pre-school room to encourage role play. This was used to extend language, number and skills for the future. Children are encouraged to discuss shape and number during games. Each room has a quiet area for books and staff encourage children to develop skills for reading by turning

pages and describing pictures. Children experience a range of materials and texture both indoors and outdoor. Each room has access to an outdoor area which has interesting materials such as logs and barked areas to investigate nature. Children's collages are displayed on the walls to celebrate their learning. Consequently, children are making steady progress towards the early learning goals in all six areas of learning.

Children behave really well in the setting because the staff place importance on supporting children's self-esteem by offering lots of praise and encouragement. The nursery offers a range of advice and guidance materials for parents to support them with preparing their children for school. Children are developing a respect for themselves and others and are learning about their own and other cultures and beliefs. This is because the nursery makes effective use of staff knowledge and experiences and creates activities to introduce new ideas and promote diversity.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 03/01/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 03/01/2012