

King David Nursery

Inspection report for early years provision

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Inspector Sheila Harrison

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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

King David Nursery is run by governors of King David School and registered in 1995. The nursery caters for Orthodox Jewish children and families from the Greater Manchester area. It operates from a single storey building set in the campus of King David High School in the Crumpsall area of Manchester. The setting is accessible to all children and there is a fully enclosed area available for outdoor play and a swimming pool on the school campus available for swimming lessons.

The setting opens Monday to Friday all year round except for all Jewish Holidays, bank holidays, a winter break and a week in August. Sessions are from 8am until 5pm on Monday to Thursday and from 8am to 3.30pm on Friday. Children are able to attend for a variety of sessions. A maximum of 134 children may attend the setting at any one time. There are currently 108 children attending who are within the Early Years Foundation Stage. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting provides funded early education for three year olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs 30 members of child care staff. Of these, four hold appropriate early years qualifications at level 2 and 18 at level 3. Two staff are working towards a qualification at level 2 and five towards a level 3. The manager holds a Foundation Degree and is currently working towards a level 5 qualification in leadership and management. 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 enjoy their time in the setting. They are making good progress in their learning and development and are mostly actively engaged in their play. Staff are very aware and respond to the individual needs and interests of the children and this ensures that the uniqueness of each child is fully recognised. Children are effectively safeguarded and records and procedures mostly ensure their safety. Children benefit from a close partnership with parents and professionals. Improvements identified by the setting have had a positive impact on the quality of the early years provision and the outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure that an accurate record is kept of the names of the children looked after on the premises and their

03/04/2012

hours of attendance (Documentation).

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

- review the routine to ensure there is effective adult support to encourage and extend the children's curiosity and learning.

The effectiveness of leadership and management of the early years provision

Children are adequately safeguarded and the arrangements for safeguarding are regularly reviewed. Staff have a sound understanding of child protection issues and procedures through their recent in-house training. Recruitment, vetting and induction procedures are robust and ensure adults working with children are suitable to do so. Most records required for safe and efficient management of the early years provision and to meet children's needs are maintained and effective. However, during the inspection a child was not recorded as being present in a timely manner putting the safety of the children at risk during an evacuation procedure. There is effective implementation of risk assessments.

Staff provide a welcoming environment that supports inclusion. They develop a secure knowledge of children's individual needs, interests and their families and give ample individual attention which ensures children's learning is well maintained. Staff effectively identify children's need for additional assistance and, where appropriate, they work with parents and other professionals to ensure children get the support they need. Staff ensure continuity of care as children have a smooth and secure transition between rooms within the setting and onto the school nursery class.

Children are encouraged to feel valued and free from discrimination as the play materials reflect diversity. Staff bring the children's home language into their play. They have observed the positive effects of playing music in children's home language. There is a suitable range of good quality and age appropriate toys that are within easy reach for children to choose from. The setting has recently developed an exciting and challenging outdoor area.

The setting has established a positive vision of the service. The managers are motivated to seek further improvement and are effective in focusing the setting's efforts on priorities. Effective action has been taken by the provision to address previous recommendations. Staff are eager to improve their skills and many have recently achieved a professional childcare qualification.

The strong and very effective key worker system ensures there are secure partnerships with parents and there is a good two-way flow of information, knowledge and expertise. Regular newsletters and daily verbal feedback with their child's key worker gives parents a good insight into the activities their children are undertaking. Staff encourage parents to see and take home their child's 'learning journey' record and parents are beginning to contribute to this document.

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

Children are happy and enjoy their time in the setting. They feel comfortable and grow in confidence through the staff's warm and affectionate interaction. Babies are tenderly cared for by attentive staff who understand their needs and wishes. Children enjoy bringing photographs of their families to share with the staff and their friends. Staff describe all aspects of their key child's development and nature. This helps children develop a strong sense of belonging and leads them to make good progress in their learning. Staff assess children's learning well and the 'learning journey' records show these achievements. Most staff confidently identify the next steps for each child that are appropriate to their age and stage of development and use this to inform the planning. Play opportunities are planned using the current themes linked to the seasons, current festivals, children's interests and covers all the areas of learning.

Children enjoy exploring natural materials such as water, wet and dry sand, indoors and outside, during the daily routines and free play times. They sort buttons and play with interlocking bricks although staff do not use these opportunities to extend children's understanding of patterns, numbers and positional language. As a result, staff are not fully extending children's learning and curiosity. Children's language development is well supported as they enjoy regular song and story times. They confidently retell the stories of Purim as they look at their art work on the display board. The setting entered children into a competition to write a poem, at home, about an outing and several of the children were very successful. They had their poems published in a book.

Children are learning about their community as they celebrate festivals important to their families. They greatly enjoy dressing up for the festival of Purim and they are beginning to explore the significant religious festival of Pesach. They learn to care for others as they regularly take part in fund raising events for children such as 'Children in Need'. Children enjoy visits from the dental nurse and road crossing patrol to learn to keep themselves safe.

Children's health is well promoted. They develop appropriate personal hygiene habits as part of the daily routine. The setting provides a varied and healthy menu whilst following a Kosher diet. Allergies and food preferences are respected and taken into account. Children have useful opportunities to learn about healthy eating through discussions and related art work. Children freely access drinking water. They are encouraged to be active and their physical skills are promoted well. They learn to pedal the tricycles, use the challenging climbing frame and slide safely.

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	3
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	3
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