

# Hale Synagogue Nursery School

Inspection report for early years provision

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**Unique reference number**

EY263893

**Inspection date**

22/03/2012

**Inspector**

Jan Healy

**Setting address**

Hale Synagogue, Shay Lane, Halebarns, Altrincham, WA15  
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**Telephone number**

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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**

Hale Synagogue Nursery opened in 1980 and has been registered in the current building since 2003. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is located in the Phil Davies Community Centre in the Hale Barnes area of Trafford. Children access a ground floor playroom and hall, three playrooms on the first floor as well as bathroom facilities and a fully enclosed outdoor play area.

The nursery caters for the local Jewish community and is registered to care for 48 children at any one time under eight years. There are currently 56 children on roll. The nursery receives funding for the provision of free early years education for three and four year olds. The nursery operates from 8am to 6pm Monday to Thursday and from 8am to 4pm on Fridays during summer and from 8am to 2pm on Fridays during winter. The nursery is open all year round but closes for public and Jewish holidays.

The nursery welcomes children with special educational needs and/or disabilities and those who learn English as an additional language. There are fourteen staff who work with the children, the majority of whom hold a relevant qualification, including a qualified teacher.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Overall, the children are making excellent progress in their learning and development due to the professional approach of the staff team. The dedication and direct involvement of all staff reflects positively in a quality provision where there is optimal commitment to reflective practice, and a superior capacity to make continuous improvement. Children are cared for in spacious and well-equipped premises both indoors and outdoors, which significantly supports their individual needs and enhances their independence. Children receive exceptional support from the staff who use resources and equipment innovatively to enhance continuous learning. Exemplary partnerships between staff and parents successfully contribute to continuity of care and education. Meticulous arrangements are in place to promote children's safety, health and well-being.

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

To further improve the high quality early years provision the registered person should consider:

- encouraging the babies to move in response to sounds for example, patting the floor when on their tummy.

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

The staff safeguard and protect the children in their care exceptionally well, as they have a comprehensive awareness of child protection issues. A thoroughly robust written policy is implemented consistently to promote children's welfare. Staff continually update their knowledge about safeguarding issues and their work in collaboration with key agencies is exemplary. An extensive recruitment policy and vetting procedure ensures adults undergo required checks to determine their suitability to work with young children. The premises are secure, with an outstanding arrival and departure procedure, to enhance the children's safety.

Management are unfailingly positive and inspire the staff to achieve ambitious targets. Staff have a strong commitment to developing the provision to improve outcomes for children and willingly continue their learning through the attendance of various training courses, making for a significantly enhanced skill base. Staff are highly motivated; consequently morale is high, making for a harmonious and secure environment. A highly effective method of self-evaluation reflects rigorous monitoring of the provision, which helps to identify strengths and weaknesses accurately and secures continuous improvement.

All playrooms are spacious, well-maintained and well resourced. Staff are highly skilled in organising space according to the needs of the children. Furniture, toys and equipment are of high quality and are age appropriate, to enable the children to become swiftly independent. Excellent deployment of staff contributes in the children receiving the support they require, with the children flourishing as a result. Children integrate well and are making excellent progress in their learning. There is continuous play in the outdoor play area, which provides the children with challenge.

Staff actively promote inclusive practice. They know children well and provide for their individual needs successfully. Staff use positive language to help children respect others and all children have equal access to the resources available. The celebrating of various festivals provides the children with rich cultural experiences. Children thoroughly enjoy tasting foods from around the world and bake their own Matzos. Toys and resources reflect positive images of diversity, including age, gender and culture. The staff are good role models, which the children emulate, making for a happy and harmonious nursery, where children learn and develop in contentment.

Staff are highly committed to working with professionals from other agencies, to help identify and meet the children's individual needs, and they use their advice to further the children's learning. Staff actively promote exceedingly good relationships with other providers who deliver the Early Years Foundation Stage, with well-established channels of communication to help fully support continuity of care and education.

Highly positive relationships are built with parents who are extremely complimentary about the nursery. They have ample opportunities to become

involved with decision making, for example, during self-evaluation. Parents have easy access to their children's learning journals and are provided with a wealth of knowledge about how to continue the children's learning at home. Staff work in partnership with parents to aid the children's transition into school.

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

Staff place an exceptionally strong emphasis on children adopting a healthy lifestyle. They learn about the foods that strengthen their bones and have the opportunity to cultivate vegetables. They are learning swiftly about the importance of good personal hygiene in the comfort of the nursery, such as the blowing of their nose and discarding the tissue after a single use. Children enjoy lots of fresh air and physical exercise in the garden. They climb and balance and also peddle on tricycles.

Staff take exceptional precautions to maintain the children's safety with an extremely secure arrival and departure procedure in place. Children are keen to demonstrate an ability to stay safe, such as holding scissors carefully. They are secure in the presence of the staff, sharing warm relationships. They are growing in confidence and display high levels of self-esteem. Regular risk assessments are completed in each room as well as in the garden, to ensure children play safely.

Children are making significant gains in their learning, as the staff are highly motivated. They plan meticulously for the children's interests and are highly skilled at observing the children's progress. This enables staff to plan for children's further learning, taking into account children's different needs to enable all to participate. Children are very happy as they participate in an abundant range of activities that challenge their thinking and that hold particular interest to them. This has a positive effect on their behaviour, which is exemplary. Children are active learners, think critically and express themselves freely when participating in imaginative play. Although babies do not move on the floor in response to sound, for example, when adults pat the floor while they are on their tummy. Staff have not fully encouraged this due to outdoor shoes being worn in the playroom.

Children count with confidence and are learning about the importance of weighing and measuring during baking activities. They are making a positive contribution, as they develop excellent relationships with their friends as well as the staff. They willingly participate in all activities on offer and particularly look forward to their stretch and grow class, which they thoroughly enjoy, as they increasingly become more confident when moving to music. Children display great curiosity and explore their surroundings and are fully supported in developing their understanding of time. Children cooperate with each other during play and accept each other's differences. They are developing valuable skills for the future, as they are learning to solve problems in many different ways. Children's behaviour is exceptional as they learn to respect each other, take turns, help to tidy up and discuss their feelings of happiness or sadness. They respond positively to the praise and encouragement of staff, which increases their confidence and self-esteem.



## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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