

# Aim Habonim

400-404 Bury New Road, Salford, M7 4EY

## Inspection date

Previous inspection date

10/06/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Partnerships with parents, carers, and other professionals are very strong. Consequently, children's individual needs are recognised and met to a high standard.
- Times of transition as children move on to their next stage of learning, either within the nursery or into mainstream school, are handled well. This ensures consistency and continuity of care and that children settle well.
- Children make good progress in their learning and development because staff are proactive in implementing specific activities which truly support their learning. These are appropriate to their ages, understanding and abilities, and offer good challenges.
- The manager demonstrates a strong commitment to the professional development of staff through a variety of means to drive continuous improvement. In addition, self-evaluation and targets for the future development of the nursery are realistic and achievable.

### It is not yet outstanding because

- There are sometimes missed opportunities by staff to skilfully question children during play to improve and extend their learning.
- Group activities do not always fully consider the needs and abilities of all children. This means that sometimes children are not fully challenged or able to express themselves creatively and imaginatively.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities children took part in.
- The inspector spoke to the manager and childcare staff at appropriate times during the inspection.
- The inspector carried out a joint observation of an activity with the manager.  
The inspector viewed a range of documentation, including risk assessments,
- safeguarding and complaints policies and procedures, and children's learning journals.
- The inspector took into account the views of parents spoken to on the day.

**Inspector**  
Susan Heap

## Full Report

### Information about the setting

Aim Habonim was registered in 2009. It re-registered at new premises in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in the Broughton area of Salford, and is managed by a committee. The nursery serves the local orthodox Jewish community and is accessible to all children. It operates from four playrooms, a sensory room, a therapy room and associated facilities.

The nursery employs 14 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above, including one with Early Years Professional Status and Qualified Teacher Status. In addition, six other professionals, including a social worker, two speech and language therapists, a physiotherapist, a music therapist and an occupational therapist, work with the staff and children.

The nursery opens during term time only from 9am until 3.30pm Monday to Thursday and 9am to 1pm on a Friday. Children attend for a variety of sessions. There are currently 35 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- build on the good practice already established to develop staff confidence and practice in skilfully asking children open-ended questions during play to improve their learning
- review the delivery of group activities to ensure that they take into consideration the needs and aptitudes of all children and support each child's full engagement and participation, for example, by ensuring children are able to freely express their own ideas and creativity.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

A high number of children who attend have special educational needs and/or disabilities. The whole staff team show a high level of commitment to narrowing the achievement gap

for such children, so that no child gets left behind. This is achieved through the extremely close working relationships they have with other professionals, such as occupational therapists, physiotherapists and speech and language teams, as well as parents. Each child has a key person who observes the therapists at work with the children and then puts the programmes into daily practice. As a result, children promptly receive individualised care and activities which support their development.

The staff have high expectations of what children can achieve. They know their key children extremely well and speak knowledgeably about their individual likes and dislikes and their individual next steps of learning. Staff use the information from the children's observations, individual education plans and targets set by the children's individual therapists, to plan activities and experiences to meet each child's individual development needs. Valuable real-life experiences enrich children's learning and contribute to the quality of teaching. They learn about growing and planting as they plant their own seeds in pots and take them home to plant in the garden. Each week a volunteer visits and talks to children about the natural world. Children learn how to feed and groom the nursery's pet guinea pigs. They talk knowledgeably about what the guinea pigs like to eat and gently offer them carrots, leaves and peas to eat.

All children's progress is consistently tracked against the Development matters in the Early Years Foundation Stage, which means that any gaps in their learning are identified and planned for through focused activities. This is beneficial for the mainstream children who do not have individual education plans. This also ensures that the activities provided have depth and breadth across the seven areas of learning. There is a strong focus on involving parents in sharing their observations of children and planning children's next steps of learning with their key person. This is done in a variety of ways, such as verbally and, more formally at six-weekly review meetings and at the progress check at age two. This ensures that parents are able to support children's learning at home.

Children have opportunities to be creative and use their imaginations, particularly in the outdoor environment. They choose resources well to follow their own ideas and thinking, such as pretending to be fire fighter. They choose protective hats to wear and select rubber tubing to make hosepipes. They play cooperatively together and pretend to put fires out. Staff stand back and observe carefully and know when to intervene. For example, they introduce mathematical language, such as 'long' or 'short' to describe the hosepipe. More able children count confidently from one to ten as they step on numbered squares. However, not all staff are fully confident in asking open-ended questions to challenge children's thinking. In addition, sometimes, planned group activities miss opportunities to challenge and extend the learning of mainstream children. For example, during creative activities, children are not able to fully explore their creativity as they use collage materials to cover a pre-drawn shape.

The learning environment in each of the children's rooms is organised well to provide different areas for play, such as construction, home corner, mathematics and reading areas. Equipment is stored in low-level storage units to provide opportunities for children to play and explore independently. This also allows for children with special educational needs and/or disabilities to move freely. Resources and equipment are of very good quality and fully support the development and complex needs of all the children attending.

The staff are sensitive and caring with the children and are enthusiastic in ensuring that they provide a stimulating environment for them. For example, due to the unique ability of each child who attends the nursery, the staff mainly focus on the three prime areas of learning. Sign-along, picture exchange systems and visual timetables are used well to promote individual children's language development, understanding and positive behaviour. Staff give good eye-to-eye contact, speaking at children's level to ensure clear messages are given and understood. As a result, children develop well in their communication and language given their age and capabilities.

### **The contribution of the early years provision to the well-being of children**

All children access a variety of sensory experiences, such as treasure baskets, collage materials, musical instruments, sand and water, which help them to respond to what they can see, hear, smell, touch and feel. This is particularly beneficial for those children with special educational needs and/or disabilities

There is an extremely strong focus on teaching children to be kind, caring and considerate to others or those who are less fortunate than themselves. They gain valuable insights into Jewish culture and practice as all children come from strictly observant homes. This helps them appreciate and be part of their home surroundings. For example, during circle time they put a penny in the charity box and feel the toy Torah scrolls. Mitzva notes are used for staff and parents to recognise and praise children for their good deeds, such as being kind or helpful.

Children's personal, social and emotional development is supported very well and is central to the ethos of the nursery. The effective key person system and the warm interaction between staff and the children ensure that all children form positive and trusting relationships and feel valued and included. Staff strive to provide a calm, nurturing environment and are sensitive to children's individual needs, which means that children's behaviour is managed consistently. Staff are attentive and caring towards the children, helping them to feel safe and secure. Very good staff ratios ensure that all children are continuously supported and cared for in a safe environment.

During times of transition as children move from room to room or on to mainstream school, they embark on short taster sessions each week with their key person for the Shabbos party. Consequently, the nursery has successfully built strong community links with local schools, which enables it to prepare children for school and their next stage in learning.

The staff strive to make the best use of the outdoor area due to the physical constraints of the building. The management team has identified the outdoor area as a key area for improvement to ensure that children can play and learn in a well-organised and challenging environment which complements their learning indoors. Some members of staff have attended Early Excellence Outdoor training and are keen to put this into practice. As a result, the daily routine includes time for children to play outdoors, where they benefit from fresh air and exercise. They have good opportunities to develop

physically and take well-supervised risks as they use wheeled toys, build and balance with crates or jump up and down on the trampoline.

Children enjoy exploring their surroundings and they make choices in their play, which fosters their independence. For example, a group of children set up small deckchairs and create a reading area. This helps to build their confidence and develop their cooperation and social skills. Additional activities to support their good health and well-being include music and movement sessions provided by an independent provider. Children develop their physical skills and coordination further by attending weekly swimming lessons and go donkey riding every two weeks. This also means children learn about the world in which they live and their local community.

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

Children are safeguarded by an effective staff team who have a good understanding of safeguarding and keep up to date with training every three years. For example, all staff are booked to attend safeguarding training next month, and eight members of staff are currently attending paediatric first aid training. Robust systems are in place to ensure the suitability of staff and students; this includes appropriate vetting checks, thorough induction programmes and appraisals. The manager and the staff place high priority on providing a safe environment to protect children. There is a key-coded lock at the entrance door and all children's playrooms. All visitors sign in and their identity is verified before they gain entry to the nursery. Risk assessments are of good quality and reviewed and updated on a monthly basis to ensure that children continue to be cared for in a high quality, safe environment. This also includes daily room checks and trips and outings. The high ratio of staff to children fully supports staff to be vigilant as children play in the indoor and outdoor environments. Accident records are maintained accurately, which promotes children's safety and well-being. For those children who require medication, parents come into the nursery to administer this.

The manager has a secure understanding of her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. Together with the early years professional, she monitors the educational programmes and planning and assessment by working alongside staff, and is able to offer good guidance. As a result, children's learning and development and their overall welfare are very well promoted. The manager has an accurate understanding of the nursery's strengths and areas which require improvement, which is reflected in the self-evaluation form. She shows a strong commitment to developing staff to their full potential. This is achieved through staff training, peer observations, and six-weekly supervisions. The staff team are caring and sensitive and are keen to ensure that all children achieve and enjoy to their full potential. They gain additional skills and knowledge as they work extremely closely with other professionals who are involved with the children, and promptly put activities and suggestions into practice. This is a particularly strong area of practice. After each therapist has completed a session with individual children, the manager is provided with a summary sheet for their individual next steps so that she, as well as the key person, fully understands areas to be worked on. This also means that the manager is able to monitor

and track that this is put into practice.

Parents are supportive of the work of the nursery and value the warm, caring and supportive environment provided for their children. They place high emphasis on the good quality support and advice they receive from other professionals working with their children, how information is passed onto them and how the staff consistently implement the specific learning activities for their child. Weekly newsletters keep them informed about the learning topics the children will be taking part in. They are invited to discuss their child's needs and progress with their key person more formally on a six-weekly basis and are able to add their own comments. This means that they are fully informed of their child's individual progress.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY457629
<b>Local authority</b>	Salford
<b>Inspection number</b>	893726
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	60
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Aim Habonim
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01617050020

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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