

King David Nursery

Wilton Polygon, Bury Old Road, MANCHESTER, Lancashire, M8 5DR

Inspection date	22/08/2013
Previous inspection date	20/03/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children are provided with a broad range of learning experiences across all seven areas of learning. The learning environment is well resourced and planned for with good quality equipment which offers children interest and challenge.
- Children are happy and settled in the nursery where they enjoy secure and trusting relationships with their key person and other staff.
- Staff have a good understanding of the safeguarding and health and safety procedures. This helps to ensure that children remain safe and secure while at the nursery.
- The management team are supportive of staff developing their skills and knowledge through training and by effective mentoring by senior staff.

It is not yet outstanding because

- Occasionally opportunities are missed by staff to skilfully question children during play to consistently improve and extend their learning.
- There is scope for the further development of the outdoor area in order to provide the younger children with even greater rich, interesting and challenging experiences.
- There is scope to build on the good practice already established by encouraging staff to share their professional skills and knowledge to improve the quality of teaching and children's learning.

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 both indoors and outdoors and went on a nature walk with the older children.
- The inspector spoke to the deputy manager and childcare staff at appropriate times during the inspection.
- The inspector carried out a joint observation of an activity with the deputy manager.
- The inspector viewed a range of documentation including risk assessments, safeguarding and complaints' policies and procedures and children's learning journeys.
- The inspector took into account the views of parents spoken to on the day and their written comments from letters and cards.

Inspector

Susan Heap

Full Report

Information about the setting

King David Nursery is run by governors of King David School and registered in 1995. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. 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 nursery is accessible to all children and there is an enclosed area available for outdoor play and a swimming pool on the school campus available for swimming lessons.

The nursery 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. There are currently 101 children attending who are within the early years age range. The nursery provides funded early education for three-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery employs 31 members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and 19 at level 3. Two staff are working towards a qualification at level 3. The manager holds a Foundation Degree in Early Years and Childcare and is currently working towards a level 5 qualification in leadership and management. The nursery receives support from the local authority.

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

- extend the educational programmes for the younger children by providing novelty in the outdoor environment that encourages them to use all of their senses to move indoors and outdoors

- develop the use of peer observations to build on the good systems already established in order to develop the staff's knowledge and professional skills.

Inspection judgements

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

The staff have high expectations of what children can achieve. The quality of teaching and learning is good because the staff speak knowledgeably about their individual likes and dislikes and their individual next steps of learning. Staff use the information from the children's observations to plan activities and experiences to meet each child's individual development needs. Important initial information is gathered from parents about the children during settling-in sessions. This information helps the children's key person to assess their starting points and individual learning needs. Children make good progress in their learning and development because staff complete regular observations and assessments of children's play. The planning of activities is thorough and demonstrates how weekly plans are tailored to extend individual children's learning and next steps. Children's learning journeys clearly show that all children are making good progress within their developmental age bands given their starting points and capabilities and some are making very good progress. The staff caring for younger children have successfully implemented the progress check for children aged two years, which is shared with parents.

All children's progress is consistently tracked, which means that any gaps in their learning are identified and planned for through focused activities. Medium term planning of activities is also in place, which ensures that children are able to engage in activities which provide depth and breadth across the seven areas of learning. There is a 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 at the progress check at age two. This ensures that parents are able to support children's learning at home.

Three-year-old children benefit greatly from activities, which support their school readiness, such as, recognising letters, numbers, developing their independence skills and dexterity in handling scissors and pencils. They enjoy going on nature walks in the grounds and collecting leaves, twigs, flowers and feathers. These are carefully displayed on a table in their room on their return. However, there is scope for staff to extend children's learning. For example, not all staff are fully confident in asking open-ended questions to challenge children's thinking or consolidate their learning by introducing new words, or comparing the size, shape and texture of what they have found.

The learning environment in each of the children's rooms is organised well to provide different areas for play, such as, construction, home corner, writing, mathematics and reading areas. Equipment is stored in low-level storage units to provide opportunities for children to play and explore independently. This is particularly beneficial for children in the youngest age group. Staff are resourceful and by carefully observing how children play, adapt equipment to meet the changing needs of this young age group. For example, they remove trays from storage units so that children can crawl through and use them as tunnels to play peep-bo. This gives children a great sense of enjoyment and develops their physical skills. Resources and equipment are of good quality and fully support the

development 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. The staff working with the youngest children are particularly attentive and caring. They play at children's level and introduce new words, such as sprinkle and pour, as children explore crushed cereal. They spontaneously burst into song, when children show them a picture book and pick up on children's non-verbal communication quickly. For example, when a child starts to mimic the actions of a favourite rhyme, they instantly recognise these and soon all staff and children join in. Two-year-old children benefit from planned activities, such as 'Knock, knock what's in the box?' which prompt songs and rhymes using hand puppets. All staff give good 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, including children who speak English as an additional language. In addition, all children benefit from learning other languages, as Hebrew and French are taught in songs and rhymes.

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, sand and water, which help them to respond to what they can see, hear, smell, touch and feel. There is a strong focus on teaching children to be kind and caring and considerate to others. They gain valuable insights into Jewish culture and practice as all children come from orthodox Jewish homes. This helps them to appreciate and be part of their home surroundings. The nursery is decorated with a variety of interesting wall displays, which include photographs of children engaged in different activities, and reflect their cultural heritage and the wider community. This helps the children to feel valued and have a sense of belonging.

Children are confident and settle well due to the effective key person system that is in place and staff gather good information from parents about their child's care needs. This also means that children are well supported in their transitions between rooms. The good level of adult attention and warm interaction ensures that all children form positive and trusting relationships with their key person and other staff. The secure and safe environment helps them to develop self-confidence to join in and try new activities, while helping them to understand about keeping safe. Children's behaviour is good due to the clear boundaries and gentle guidance provided by the staff.

During times of transition as children move from room to room, children embark on short taster sessions with their key person. Children over the age of eighteen months play alongside each other in the outdoor area. Here they have good opportunities to mix and play with other children, as well as their siblings and get to know other members of the staff team. This supports the settling-in and transition processes. The nursery has successfully built strong community links with King David primary and high schools as it shares the same site, which enables it to prepare children for school and their next stage in learning. Consequently, staff ensure continuity of care as children have a smooth and secure transition onto the school nursery class. The children benefit from visits from the

languages teacher who has translated traditional songs and rhymes into Hebrew and French for the staff and children.

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 and their physical skills are promoted well. They learn to pedal the tricycles, and use the challenging climbing frame safely. Swimming lessons, together with visits to the school playground effectively support the development of their physical skills further as they practice balancing on stepping stones or use the fixed play equipment. However, there is scope for the outdoor area used by the youngest children to be more attractive and appealing in order to ignite their interest and offer more challenge.

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

Children are safeguarded by a staff team who have a good understanding of safeguarding and keep up-to-date with training. For example, all staff are due to attend safeguarding training next week. There are systems in place to ensure the suitability of staff; this includes appropriate vetting checks, thorough induction programmes and appraisals. The governing body, management team 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 entrances to the site are staffed and monitored by a security team. All visitors sign in and their identity is verified before they gain entry to the nursery or access to the site. Risk assessments are of good quality and together with the daily room checks ensure that children continue to be cared for in a safe environment. This also includes daily room checks and outings. The good ratio of staff to children fully supports staff to be vigilant as children play in the indoor and outdoor environments.

The deputy manager has a secure understanding of the nursery and staff team's responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. The educational programmes, planning and assessment programmes are closely monitored by working alongside staff and she is able to offer good support and guidance. As a result, children's learning and development and their overall welfare are very well promoted. The nursery has an accurate understanding of its strengths and areas which require improvement, which is reflected in the self-evaluation form. There is a strong commitment to developing staff to their full potential. This is achieved through staff training, peer observations by managers, team meetings and individual staff supervisions. However, there is scope to develop the use of peer-on-peer observations by staff to develop their professional skills and share good practice to drive further improvement. The staff team are caring, sensitive and are keen to ensure that all children achieve and enjoy to their full potential.

The nursery's engagement with parents is good. They are actively invited to contribute their ideas, comments and observations if their child has a new interest or achievement. This is then used to inform children's individual planning. They are kept informed regularly about their children's progress through daily conversations, parents' evenings and

newsletters. These support strong foundations for partnership working. There is a strong ethos for staff to support all children, especially those with special educational needs and/or disabilities. As a result, all staff have high aspirations for children's individual progress through effective partnership working with parents and other professionals, such as speech therapists. Parents' written comments are positive about the nursery; how they feel confident that their children are well cared for, and the good progress their children are making in their learning and development.

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

Unique reference number	500119
Local authority	Manchester
Inspection number	915126
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	114
Number of children on roll	101
Name of provider	King David Schools (Manchester) Committee
Date of previous inspection	20/03/2012
Telephone number	0161 740 3481

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

