

Bury and Whitefield Jewish Nursery and Out of School Club

Parr Lane, BURY, Lancashire, BL9 8JT

Inspection date	27/08/2013
Previous inspection date	08/12/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are confident and happy, because they form attachments with key persons and staff build partnerships with parents and other professionals as needed.
- Staff demonstrate knowledge and understanding of the signs and symptoms of abuse and the procedures they follow, if they have concerns about a child's welfare.
- Staff are enthusiastic when working with children and plan activities that are broadly suitable, based on their knowledge of the children and various themes.

It is not yet good because

- Staff do not consistently follow policy and procedure in order to successfully support some children learning how to manage their feelings and behaviour. Children aged under two-years-old do not have consistent opportunities to take reasonable risk in their play.
- The activities, routines and organisation of resources for these, are not consistently well planned to meet the needs of children aged eighteen months to two-years-old to ensure they make good progress in their learning.
- The appraisal process is not rigorous enough to support all staff and the manager to reflect effectively on their performance, in order to demonstrate consistently good practice.

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 reviewed a range of information available about the nursery, to prepare for the inspection and examined a selection of documents.
- The inspector toured the premises.
- The inspector carried out observations of childcare staff and their interactions with children throughout the day.
- The inspector held a meeting with the manager and spoke with staff, children and parents at appropriate times during the inspection.
- A joint observation was completed by the inspector and the manager.

Inspector

Jennifer Kennaugh

Full Report

Information about the setting

The Bury and Whitefield Jewish Nursery and Out of School Club opened in 1987. It is organised and managed by the governing body of Bury and Whitefield Jewish Nursery School. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The premises are purpose built on a school site and situated in the Unsworth area of Bury in Greater Manchester. Children have access to two nursery classrooms, outdoor play areas and associated facilities.

Eight staff work directly with children. Of these, all hold appropriate early years qualifications. Five staff are qualified to level 3 or above. Three staff are qualified to level 2 in a relevant subject. The nursery is open each weekday from 8am to 6pm all year round, apart from Bank Holidays and Jewish Holidays. Children can attend for a variety of sessions. There are currently 26 children on roll, all of whom are in the early years age range. The nursery supports a very small number of children with special educational needs and/or disabilities.

The setting receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that routines and activities are planned, purposeful and developmentally appropriate so that children aged 18 months to two-years-old are consistently and individually challenged to make good progress in their learning.

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

- extend staff's knowledge of how to provide more effective and consistent management of very young children's unwanted behaviours through understanding and implementing the behaviour management policy
- extend the ways in which staff and the managers are supported to reflect on their own practice, by implementing a more frequent and rigorous appraisal process which also informs the evaluation of the nursery
- provide opportunities for children aged eighteen months to two years to take reasonable risk in their play indoors and outdoors so they learn about being safe.

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

Children make satisfactory and occasionally good progress in their learning, including those with special educational needs and/or disabilities. This is because staff make plans for broadly suitable activities based on observations of what individual children can do. They also use information about children's experiences, such as holidays, to help motivate them. However, the implementation of these plans does not consistently support the learning of children aged eighteen months to two-years-old. This is because children are not always aware that staff are trying to communicate with the whole group in order to change activities or begin routines, such as tidying up. Staff do not use music or visual clues, such as 'hands in the air', to get their attention and, therefore, children do not always understand what they are expected to do because they have not looked, listened and understood. Staff read stories to children in order to help develop their enjoyment of books, but this does not take account of the age range of children present. As a result, stories chosen are sometimes too long, and not appropriate for the youngest children, resulting in them losing interest and choosing other activities. This shows that sufficient consideration is not given to how resources are used and organised to deliver the story activity. It also demonstrates that staff do not have the knowledge required to consistently select appropriate books to effectively support very young children's experiences in early literacy. Children enjoy outdoor play, although, staff do not prepare the area to its full

advantage in order to effectively provide resources for creative play, or for children to make marks. For example, children in the age range eighteen months to just over two-years-old are not provided with lengths of material with which to make dens or dress-up. Staff also do not prepare the fixed equipment outdoors for water play. Consequently, children cannot explore this through filling and pouring in order to develop their hand-eye coordination. The outdoor equipment also includes a tall, wooden 'story teller's chair' with wooden mushroom shaped seats around it, but this is not enhanced with additional resources, such as books, to promote its use by children. As a result, an opportunity to extend children's experience of books and creative play is not maximised. Activities and the way they are organised for children over two years are observed to be suitably matched to children's ages and stages. However, the children aged eighteen months to two years, who have recently changed rooms, do not have their learning needs consistently well met because the planning of activities, routines and resources do not promote this as well as possible.

Staff provide adult-led activities, such as making play dough, with children's help to measure and mix the ingredients. They model how to fairly share out the dough when other children join the table and also make some effective use of language to support children's communication development. However, the play dough is not subsequently left on the table with the tools for children aged eighteen months to approximately two-years-old to re-visit during the rest of the day. This limits the opportunities for them to explore it further. Staff ask children questions about the colours on their painting, as they rub frozen paint onto paper to make marks. This helps to develop children's critical thinking and recall of colour names. Staff sing enthusiastically with children, and children can make choices about the songs. However, the youngest children become distracted due to the length of the activity and the lack of use of additional resources, such as puppets or signing, to sustain their interest. This demonstrates that planning for the age range of children present has not been fully thought out and reduces the effectiveness for some children's learning.

Observations are made frequently on children's learning and these are compared to expected developmental norms for children's ages, in order to assess children's progress. This enables staff to see if progress is as expected, above, or below for their age and stage. As a result, staff use this to inform decision making about involving other professionals, with parents' permission, for example, if children need more support for their learning than the nursery can provide alone. Parents provide information for staff about what children have done at home, including successes in learning and behaviour. These are transferred to the 'wow tree' in the entry area, and displayed, so that children can gain a sense of pride in their achievements. Parents receive daily information about their children's activities and can look at learning records at any time. The nursery organises twice-yearly meetings for parents and key persons so that children's progress can be discussed. Overall, the nursery provides good opportunities for parents to exchange information about children's learning. Parents can become directly involved in children's learning through borrowing books and also the use of a 'take home teddy' with a book for children's drawings, captions and photographs. The staff provide detailed information about children's achievements when they transfer to full-time school in order to support continuity of learning.

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

The setting operates a key person system in order to support children's emotional welfare. Key persons demonstrate good knowledge of children and their preferences. Although, this information is not consistently well used to make the most of the organisation of resources for children's communication and social development. For example, when key persons describe how much children enjoy 'messy play', or the need for them to participate in small groups more readily, they do not offer this sort of play as an ongoing activity. This means that children do not freely choose activities of this type, and play in small groups, in order to extend their social skills. As a result, the effectiveness of some activities to support children's learning is limited by the way in which they are offered. Children are confident and show this by exploring the space and resources thoroughly, indoors and outdoors. However, staff do not always respect very young children's needs to explore, and bring them back to activities that they have chosen to leave. As a result, children's choices are not consistently used to support their play and maintain their motivation to learn. Resources and toys are largely accessible in rooms, which means that children have opportunities to make some decisions about what to play with. However, staff do not always 'tune in' effectively to what children choose. For example, when children are boisterous after outdoor play, staff persist with story time when several children spontaneously choose to explore the musical instruments. This means that many children do not concentrate on the story, in order to develop their listening skills. Also, the children's motivation for creative play is not used immediately to promote development of physical coordination and communication skills. This lessens the impact of the experience on children's learning.

Children's welfare is protected as staff use range of policies and parental permissions, although, staff do not always follow these effectively. For example, when managing incidents of unwanted behaviour exhibited by very young children, staff do not follow the nursery's behaviour management policy fully. This means that some staff do not always demonstrate the skills and knowledge needed to prevent escalation of minor incidents. As a result, there are occasions when children are not well supported to successfully manage their own behaviour and feelings, as part of their personal, social and emotional development. The opportunities for children to take on small responsibilities during every day routines, such as mealtimes, are not used to their full potential. As a result, learning experiences to develop children's independence skills, such as getting their own water beakers or setting tables, are not used to full advantage. This also applies to the potential for using small responsibilities to develop children's communication skills, for example, by serving others.

Children manage a variety of aspects of personal hygiene appropriate to their age and stage. Staff talk to children about the importance of washing their hands thoroughly and, as a result, children have opportunities to learn hygiene routines. Staff follow detailed procedures to ensure that nappy changes and potty training are carried out hygienically, to prevent the spread of germs. All areas of the nursery are clean to help support children's good health. Meals are nutritious, and children are provided with drinking water over the day at regular intervals. This ensures that children receive a balanced diet and suitable drinks. Packed lunches brought by children are stored appropriately in order to

prevent food from spoiling. Comprehensive information to support children's good health and well-being is kept from when children join the setting, in order to meet their needs, such as regarding dietary requirements.

The setting provides an outdoor environment which gives most children opportunities to enjoy exercise and take reasonable risk in their play, with careful supervision. However, the younger children do not consistently have opportunities to take reasonable risk in their play as equipment suitable for them is not situated in the outdoor area immediately adjacent to their room. This limits the effectiveness of the outdoor play offered for their learning. Practical measures, such as safety gates and radiator covers, are in place to help prevent accidents on the premises. The security of children is protected by the use of remote controlled gates, intercoms, locks and closed circuit cameras at entry points, around the site and building.

Children's room changes within the nursery are managed by discussion with parents and key persons to support children's welfare. A flexible approach, which is based on the needs of the individual child, is taken at times, such as when children join the nursery. This is in order to support children's emotional well-being. The nursery seeks detailed information from parents to help children settle and provide for their welfare. If children transfer to the on-site primary school, the transition is managed by gradual mixing of children in the school foundation stage classes and the nursery. This is in order to familiarise children with their prospective full-time school and to help reduce any anxiety. The manager and staff work hard to form partnerships with other agencies and professionals in order to support children's well-being and development. As a result, they have been effective in helping parents to secure additional help needed by their children to further their development, including those with emerging special educational needs and/or disabilities.

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

Risk assessments and safety checks are detailed and regularly reviewed to enable children to play safely and freely in permitted areas. Staff have a comprehensive understanding of how to manage any concerns they may have about a child's welfare due to safeguarding training. The managers and staff are checked and vetted for suitability to work with children. All documentation related to statutory requirements is completed to support the safe and effective running of the setting. This includes a policy for the use of devices with cameras on the premises, such as mobile phones. Policies and procedures are used to support a suitable standard of care and learning for all children in the nursery.

Responsibilities of staff and managers are defined to ensure that staff have an understanding of how to carry out their roles. Appropriate procedures for recruiting new staff are in place, so that children are cared for by suitable adults. The nursery has an induction programme to support new staff. As a result, children are kept safe because new staff learn the procedures and policies in order to support this. There are systems in place for staff appraisal, in order to support staff to reflect on their practice and develop it. However, these do not have sufficient rigor to identify where staff need guidance in order

to provide consistently good practice to support children's learning. Staff training needs are identified through observation by the manager and during meetings, such as for individual appraisal or as a whole staff group. However, this is not always specific to their individual needs, leading to good practice being inconsistent, such as in the quality of staff interactions with children. The manager is in frequent contact each week with the registered person, but there is no formal appraisal system in place to support her own performance management. This means that the manager does not receive individual feedback to inform her own practice and develop it further in order to bring about continuous improvement.

Staff plan educational programmes based on the needs of individual children, which, generally, provide satisfactory and sometimes good levels of challenge appropriate to their age and stage of development. However, this is not consistent for all children, such as those aged under two-years-old who have recently changed rooms. There are systems in place to monitor that staff complete observations, planning and assessment of children's learning. However, monitoring of the quality of staff's teaching, planning and their organisation of resources and routines is not always rigorous enough to identify where improvements can be made. For example, the outdoor play opportunities for young children are not well prepared. This is because staff do not set up the area effectively in order to fully support children's learning, such as by filling equipment with water or providing chalks with the chalkboard.

The setting has well-established, warm and supportive partnerships with parents, who praise it for the care and education of children. They also praise the contributions made by the nursery staff and manager to multi-agency working, in order to better support children's needs. Parents contribute to the setting's development plan both through verbal and written means. Staff have regular opportunities to share information with the manager for the evaluation process at whole staff meetings and appraisals. Pre-school children are asked for their views about activities in order to give them a voice in the setting, showing them that their ideas are important. Evaluation is beginning to identify areas for development, such as the grouping of children and how space is used in rooms. Parents and children contribute to this so they are involved in how improvements benefit children.

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	316754
Local authority	Bury
Inspection number	915069
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	26
Name of provider	Bury and Whitefield Jewish Nursery Governing Body
Date of previous inspection	08/12/2011
Telephone number	0161 767 9390 and 0161 766 2888 (office)

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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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