

Torah Tots Integrated Nursery

Manchester Jewish Community Centre, Jubilee School, Salford, M7 4QY

Inspection date

Previous inspection date

21/01/2014

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

- Teaching is good as practitioners have a solid understanding of how children learn. They use their assessments of the children in order to plan activities that support them to make progress in all areas of learning.
- Children are confident and secure in the nursery as practitioners have formed good relationships with the children that they care for.
- Partnerships with parents are well established and practitioners effectively communicate with parents about their children's progress.
- Practitioners place high priority on children's safety. They have a good knowledge of how to protect children from harm and implement this well into their practice.
- The manager is committed to continuously improving on what they do. They have good systems in place to monitor and improve their practice.

It is not yet outstanding because

- There is scope to improve the outdoor area as children are not consistently able to access an extended range of resources that enables them to develop their play further.
- There are occasions where children are asked to spend too much time in adult directed group times, as a result, this interrupts the flow of their play.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the open-plan nursery room.
- The inspector had discussions with the manager, practitioners and children.
- The inspector undertook a joint observation with the manager.
- The inspector spoke to parents and took the views of parents into account from questionnaires.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures, staff records, risk assessments and activity planning.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.

Inspector

Nicola Kirk

Full report

Information about the setting

Torah Tots Integrated Nursery originally opened in 2001. It was re-registered in 2013 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a designated room in the Jewish Culture Centre, in the Salford area of Manchester, and is managed by an organisation. This is an extension of the Manchester Jewish School for Special Education. Children have shared access to an enclosed outdoor play area. The nursery provides care for children with special educational needs and/or disabilities and served Jewish families from the whole of Manchester and surrounding districts.

The nursery employs 17 members of childcare staff. The manager has qualified teacher status, 14 practitioners hold appropriate early years qualifications at level 3 and two hold a qualification at level 2 and are training to obtain a qualification at level 3. The nursery opens Monday to Thursday from 9am to 3pm, and from 9am to 12.30pm on a Friday, during term times only. Children attend for a variety of sessions. There are currently 19 children attending who are in the early years age group. The nursery provides care for children aged from 18 months and provides funded early education for two-, three- and four-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.

What the setting needs to do to improve further

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

- enhance the opportunities that children have when playing outside, by extending the range of resources available to children
- increase the opportunities children have to explore and play for extended periods of time, by reducing the frequency of adult directed activities.

Inspection judgements

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

Children make good progress. Individuals are supported well because key persons' knowledge and understanding of how children develop and learn is good, and planning for learning is tailored to individual needs. Communication with parents is effective with regard to obtaining information during induction on what their child already knows and can do. Parents' views are valued and there are regular opportunities, such as parent's evenings, to share information and plan for children's learning in nursery and at home. Practitioners support children well so that they develop skills in readiness for nursery class

and school. Children with special educational needs and/or disabilities are well supported to make good progress. The nursery ensures that children receive one to one support, if required. The nursery also employs a speech therapist and occupational therapist who support children. The nursery is involved in the 'Every Child a Talker' project, and they use a range of strategies to encourage children to communicate and assess children's progress using this framework. For example, labelling resources, using a picture exchange system and sign language. Children who speak English as an additional language are also well supported to make good progress in communicating, through these strategies, and practitioners also learn and use words in their home language. Children enjoy making marks on paper and chalk on the pavement outside and practitioners encourage children to talk about the marks that they have made. Practitioners share books with children during group times and also on children's request. This helps them to make good progress in communication and language.

Children make good progress in expressive arts and design. They enjoy painting and gluing collage materials to make their own butterflies. Younger children enjoy exploring the texture of the glue as they do this. Children enjoy sensory experiences through exploring sand and water. Children love singing songs at group times and enthusiastically play instruments at this time. Teaching is good and practitioners ask good open-ended questions and play alongside children, intervening when appropriate. The children enjoy some time to explore and play independently. However, this play is interrupted too frequently for adult directed group times and activities, which hinders the children being able to extend their play over longer prolonged periods of time. Children are supported to make excellent progress in their understanding of the world, as they time learn about the Jewish culture and their own local community, through songs and stories.

Children enjoy physical exercise regularly. They have enough space inside to ride on bikes and they enjoy climbing on a soft play assault course. Practitioners take the opportunity to extend the children's vocabulary by reinforcing positional language while they are playing on this. Restricted free access to the outdoor area means that the whole nursery has to go outside together. Practitioners take the children to the outdoor area twice a day and while outside they have the opportunity to climb, play on the climbing frame and play with sand and water. However, there is scope to improve the outdoor area further as children are not consistently able to access an extended range of resources that enable them to develop and extend their play.

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

Children are supported well in the transition from home to nursery. The nursery encourages parents to stay with their children while they settle into the nursery and make bonds with their key person. This means that children and parents develop a good relationship with their key person and children settle quickly, and are happy and confident. Parents comment on how happy and settled their children are. The nursery is one open plan space, consequently, the relationship between each child, their key person and other practitioners is good. This makes the transition within key groups easier for the children. Practitioners encourage children to play cooperatively with others, share and take turns.

Children behave well and their behaviour is consistently managed by practitioners with the use of positive reinforcement in order to boost children's self-esteem.

Children are well prepared for the next stage of their learning and transitions to other settings and school. They make good progress in the nursery and many of the children also go to the school, which is in the same building. Good organisation of resources encourages children's independence as they can choose and easily select resources for themselves. Practitioners consistently meet the care needs of each child in the group and respond sensitively to them as individuals. Good practice encourages children to gain an understanding of differences. For example, resources reflect positive images and children learn about different traditions, customs and beliefs.

The nursery environment is warm and welcoming, and children learn safety rules. For example, they know how to stand safely on the stool to reach the sink. The nursery has a range of special equipment that enables children to do things independently, such as chairs that support children to sit at the table. Children adopt healthy habits, including good hygiene practices, and they learn to manage their own self-care needs. Meal times are treated as social occasions and practitioners sit with children while they eat. Parents bring their food from home for mealtimes and a healthy eating policy encourages parents to bring healthy meals and snacks for their children. Children are supported to eat and drink independently. Children demonstrate that they are familiar with the daily routine; they wash their hands before mealtime and sit at the table. Children enjoy playing inside and in the outdoor play areas, and they practise skills when they use the large physical play equipment that they enjoy climbing on.

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

The manager and practitioners have a good understanding of their responsibilities to meet the requirements for the Statutory framework for the Early Years Foundation Stage. The protection, welfare and safety of children is of high priority for all practitioners. Robust safeguarding procedures, risk assessments and practitioner's vigilance help keep children safe and secure. All practitioners have received training on safeguarding children and they have good knowledge of the procedures to follow should they have a concern about a child or adult. The nursery ensures safe recruitment and all practitioners are vetted before they begin. They are given induction training, where policies and procedures are shared. All practitioners are qualified or training to be qualified to level 3 in childcare. This ensures that the practitioners have a good knowledge of the Early Years Foundation Stage. They are regularly observed by the manager to ensure their practice is of good quality at all times. This enables the practitioners and managers to identify strengths and address any weaknesses in their practice. Good systems for professional supervision are in place. There are regular appraisals and practitioners have discussions during one-to-one meetings with the manager. This routine monitoring helps prioritise professional development, identifies the strengths and ensures priorities for improvement are identified. Continuous improvement is done through practitioners attending training at other agencies or whole nursery training days.

The nursery has strong partnerships with parents and keeps them well informed about their children's learning and day-to-day personal care routines. Information is shared through a variety of ways, including verbal feedback, newsletters and parent's evenings to discuss progress. Clear policies and procedures are in place and shared with parents. Parents speak positively about the nursery and the work of the practitioners. They comment on the excellent relationships in place and that children are happy and settle quickly into the nursery. The nursery has good partnerships with other professionals and supporting agencies, such as the 'Every Child a Talker' development worker, speech therapists and the local authority. This enables them to support families and children; ensures children receive additional help quickly and that everyone is fully included in the nursery.

The manager is effective in monitoring the nursery's implementation of the learning and development requirements to ensure all children make good progress. They have developed a system that tracks children's progress in all areas, ensuring there are no gaps in their learning and that they make good progress. The nursery has developed an effective self-evaluation process, which effectively helps to inform their action plan.

The Childcare Register

The requirements for the compulsory 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY465167
Local authority	Manchester
Inspection number	930845
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	31
Number of children on roll	19
Name of provider	Manchester Jewish School For Special Education
Date of previous inspection	not applicable
Telephone number	0161 7952253

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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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