

# Tashbar Creche

Inspection report for early years provision

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**Inspector** Cathleen Howarth

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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*.

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## Description of the setting

Tashbar Creche registered in 2012. It operates from rooms within the nursery building of an independent boy's Jewish school in Higher Broughton, Salford. The creche is managed by a private individual for Tashbar Academy. It mainly provides care for children aged from birth to three years whose parents work at the nursery and the school. There are enclosed areas available for outdoor play. Parents use the nursery door to access the creche and there are steps into the nursery and to the first floor.

The creche is registered on the Early Years Register to care for a maximum of 30 children at any one time. Currently there are 30 children on roll. The creche is open on weekdays during term time from 8.45am to 4pm. Children can attend for a variety of sessions. The creche supports children who speak English as an additional language.

The proprietor employs 14 members of staff. Of these, eight hold appropriate early years qualifications from level 2 to 6. This includes the manager, who has attained Early Years Professional Status. The creche receives advice from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A distinct feature of the creche is the staff's integrity and the extremely strong interpersonal relationships established between staff, children, parents and the wider community. The cohesive staff team work well together to effectively meet most of the individual needs of children in a warm, welcoming environment. Children are making good progress towards the early learning goals in all areas, and inclusive practice is firmly embedded in all aspects of the provision. Reflective practice is also an integral part of the provision, demonstrated through the self-evaluation document and action plans. This enables staff to identify and prioritise aspects of the provision to be developed. As a result, they have good capacity to make continuous improvement.

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

To further improve the early years provision the registered person should:

- improve ventilation in the nappy change area to minimise the risk of the spread of airborne infections.

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

There are clear strategies in place to safeguard children and staff clearly know what action to take if they have a concern. Established selection, recruitment and vetting procedures are in place, and effective systems for staff induction and appraisal inform and promote professional development. Risk assessments are maintained and staff take effective measures to ensure children are safe indoors and out, and that furniture, equipment and toys are suitable and safe to use. The manager makes good use of the advice obtained from the local authority. She channels staff's efforts to good effect and sets realistic and challenging targets. For example, staff have reorganised the layout of the rooms. Resources are now more accessible for children to self-select and the six areas of learning are clearly supported in the continuous provision. Children's artwork is attractively displayed to enhance their self-esteem and to enable parents to see what they have achieved.

Most children are learning to speak English as a first language and this is consistently reinforced throughout the setting. The creche is highly committed to working in partnership with external agencies and services to ensure every child gets the support they need. The manager attends cluster meetings with other practitioners in the area and she liaises with staff at the local family centre. The creche also has highly effective links with the local authority. Staff's readiness to implement new initiatives is noted, and this includes developing children's profiles and records of achievement for parents to view. The creche is rooted in the school community. There are strong links with staff in the nursery to promote a cohesive approach to delivering the Early Years Foundation Stage Framework, and to ensure children's smooth transition to the nursery. Excellent measures like these have brought about consistently good outcomes for children.

Working with parents is an integral part of the provision and it is outstanding. Staff actively reinforce shared values, reassuring parents their children are in safe hands. They clearly recognise and value the uniqueness of each child. Throughout sessions they remain focused on meeting children's individual needs. Parents praise staff for their attention to detail and for the excellent quality of care that is consistently provided. Parents' views and suggestions are always taken on board. There are impressive arrangements with parents to be involved in supporting their children's learning and development at home and at the creche. For example, picture books and other resources are shared. Staff are from the same close-knit community and parents receive reliable information and excellent feedback about their children's care and development. At the end of term staff receive gifts and cards of appreciation from children and their parents.

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

A strong feature is the enthusiasm of the staff and the way in which they give children their full attention. They clearly value what children say and do, and their

sensitive questioning methods support and challenge children to achieve as much as they can. Collectively staff promote children's learning and development well through systems that clearly demonstrate that their individual progress is good, in relation to their starting points. Children enjoy their time at the creche and they are learning through their play. For example, staff make mourning traditions meaningful through age-appropriate activities and emerging conversations.

Children are secure and they have developed a strong sense of belonging because they are well looked after by familiar adults in a stable, nurturing environment. Their understanding of safety issues is emerging through quality interactions with the staff and well-organised routines. For example, children are encouraged to tidy up and to keep walkways clear to avoid trips and accidental injury. Older children know to keep the safety gates closed and they are mindful of other children's safety at all times. Children's emotional and physical health is promoted well. They routinely engage in a wide range of physical activities, both indoors and out, and this helps to develop their understanding of the importance of fresh air and exercise. They like to explore and investigate the playground, learning about the natural world, and they have fun using ride-on and push-along toys. The very young are engrossed in ball games, rolling a big tennis ball backwards and forwards to a member of staff and learning how to grip and throw the ball.

Parents provide packed lunches and snacks for their children. Staff are mindful about storing food separately in the fridge, and parents assist by carefully labelling the food they have provided. There is good provision for children who wish to relax, sleep or play quietly. For example, there are cosy dens and designated quiet areas near the book boxes, and babies sleep undisturbed in wooden cots. Staff provide clean bed linen for each child and the room is never unattended when babies are sleeping. Overall, provision for nappy changing is good, although there is limited ventilation in the nappy change area, which increases the risk of the spread of airborne infections.

Children are confident and they are building strong, meaningful relationships with peers and adults. They like to splash around in the water tray making bubbles and they use different containers to fill and empty. Children are beginning to learn about people's differences in the wider community. This is sensitively promoted through age-appropriate resources and activities, such as, art, crafts, picture books and role play. Children explore their senses through interesting and challenging activities. For example, they help to fill water bottles with glitter that disperses when the bottle is shaken. They experiment with paints and colours, learning how to use paintbrushes and crayons.

Children play with dolls and a good range of resources used to draw their attention and to keep them engaged. They experiment with sound and musical instruments, and learn through discovery how to twist, turn and press knobs, lift flaps and identify sounds through a range of phonic activity centres and mini laptops. Children learn about cause and effect in a variety of ways, including the use of a digital camera. They use their imagination fully during role play in the home areas. Children like to repeat number songs and there are attractive displays on the wall at child height to effectively reinforce their learning. Effective measures like these

provide firm foundations for children to develop knowledge and skills, preparing them well for later life.

## 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> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### 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>            | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources   | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| The effectiveness of safeguarding  | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| 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

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 2 |
| The extent to which children feel safe                           | 2 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 2 |
| The extent to which children develop skills for the future       | 2 |

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