

Torah Montessori Nursery

31 New Church Road, HOVE, East Sussex, BN3 4AD

Inspection date

18/09/2014

Previous inspection date

07/05/2009

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Staff provide excellent quality teaching, asking appropriate questions and listening to children to encourage and stimulate their learning.
- Staff very effectively use a process of observation, assessment and activity planning to provide exciting activities for children that are appropriate to their individual interests, needs and abilities.
- Staff promote children's health and safety very efficiently, encourage them to behave well and support their readiness for school through a wide range of activities.
- Staff safeguard children's welfare exceptionally well, work closely in partnership with parents and drive improvement through astute and well-targeted plans to raise the quality of the nursery provision even further.

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 took into account the views of parents and children.
- The inspector held discussions with all staff members.
- The inspector viewed a range of policy and planning documents and sampled other documentation relating to the children's welfare.
- The inspector observed activities taking place indoors and outside.

Inspector

Rachel Southern

Full report

Information about the setting

Torah Montessori Nursery registered in 2008. It is an independent nursery school that operates from a Victorian house close to Hove seafront in Sussex. It has an enclosed garden. The nursery is open from 8.45am to 3.15pm on Monday, Tuesday and Thursday, and from 8.45am to 1pm on a Friday, during term time only. The nursery serves both the local Jewish and wider communities. There are currently 18 children on roll, all of whom are in the early years age range. The nursery is in receipt of funding to provide free early education for children aged two, three and four years. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The nursery supports children who have special educational needs and/or disabilities. The nursery employs four members of staff. One member of staff holds Qualified Teacher and Early Years Professional Status and two hold an appropriate early years qualification at level 3.

What the setting needs to do to improve further

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

- further develop resources such as displays and reading material to promote children's use of their home languages in the nursery.

Inspection judgements

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

The quality of the nursery provision is excellent. The staff implement highly effective educational programmes to provide interesting and challenging experiences that meet the needs of all children. Staff precisely monitor the learning of individual children incorporating both Montessori and the Early Years Foundation Stage within tracking documents and learning logs. They clearly know the interests and abilities of individual children, planning and providing specific learning activities to help children progress and close any gaps in their learning rapidly. As a result, the children benefit from a broad range of interesting activities and make exceptionally strong progress towards the early learning goals.

Staff have an excellent knowledge and understanding of how to promote the children's learning and development and the quality of their teaching is outstanding. Staff speak to children at their level, asking appropriate questions and using relevant resources to guide learning and to develop children's thinking and ideas. Staff use a system of peer observation where they observe each other to monitor the quality of teaching practice to ensure it stays consistently at a high level. As a result, children respond well to staff's instructions, concentrate on their activities and co-operate with others. All staff have high

expectations of the children based on precise and accurate assessment of each child's prior skills, knowledge and understanding on entry to the nursery. Key staff complete regular assessments of children to assess their progress and identify their next steps for learning to meet their needs.

Children are supported in the acquisition of communication and language skills and in their physical, personal, social and emotional development so that children of all ages and abilities make excellent progress in their learning. Staff provide regular singing times. Songs include new colour names, places and religious festivals, helping the younger children to say and pronounce new words to develop their vocabulary. Staff made effective use of circle time to introduce words for colours, repeating colour names such as 'red', 'yellow', 'white'. They asked children to finish the sentences in the book they were reading; this helped them to make connections between words and images. As a result the children's vocabulary is rapidly expanding.

There are two well-stocked book corners in the setting. These include plenty of books about Jewish celebrations and some depict different communities, races and gender roles. However, there are no books in other languages; this is particularly important as some children speak languages other than English at home. As a result, opportunities to support some children in their developing literacy skills may be missed.

The provision for children's physical development is excellent. Outside there is a selection of large and small play equipment, such as a slide and tricycles. Children play group games completing actions and balancing on play equipment to develop their physical capabilities. Once a week the nursery has yoga sessions; these help children to develop large motor skills and co-ordination. As a result, children's physical abilities are developing very strongly. The nursery provides quiet spaces for children who are tired or want to be alone. During the session staff speak gently to children, encouraging them to consider the needs of others. For example, staff say to children 'why do we share?' and 'how does that make you feel? This helps children to talk about their emotions, and as a result they are relaxed and play well together with their friends.

Mathematics is represented well both in the indoor and outside environments. For example, staff have made number lines outside in the garden and inside on the classroom walls. Activities, particularly Montessori resources, encourage children to practise counting and increase their understanding of weights, size and measure. Outside there is a water trough, with jars to measure. Children play with these, looking at how much water is in the containers and speak about terms such as 'empty' and 'full'. As a result, their understanding of mathematical concepts is developing very well.

All children, including those with special educational needs, are progressing exceptionally well, given their starting points. When needed, staff have meetings with parents and support agencies, and together develop plans for children's individual needs. This helps the staff to tailor activities appropriately to meet a child's specific care and learning needs. As a result, children are well motivated, interested and very keen learners who display the characteristics of effective learning.

Children's progress in the prime areas of learning ensures that they have the key skills

needed for the next steps in their learning and are exceptionally well prepared for school.

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

There is an exceptionally stimulating, well-resourced and welcoming environment, both in and outdoors, which greatly supports children's all-round development and emotional well-being. Children are happy and relaxed because staff provide a comfortable environment for them. For example, when children become briefly upset when their parents leave, staff provide distraction and comfort and allow space for children to settle into activities. As a result, children are very relaxed and secure in the environment.

The nursery implements a highly effective key-person system to enable children to build strong emotional attachments and promote their well-being and independence. Both children and parents know their key person very well. Parents contribute to initial assessments of their child's starting points on entry and they are kept well informed about their children's progress. Parents are encouraged to support and share information about their children's learning and development at home. Children play together with their key person throughout the day, this helps to develop strong bonds. As a result, children are confident, secure and settle well.

Staff are excellent role models who foster strong relationships with children and their families. They teach children to treat each other with respect regardless of their differences. The staff also help children to develop very good behaviour as they remind them not to run indoors. Staff provide a good level of explanation about behaving in a particular way, for example, staff explain to older children why the younger children are crying and what they could do to help them feel better. Children are encouraged to take responsibility for tidying up after an activity as staff regularly speak to them about putting toys away. Some older children are provided with particular tasks such as sweeping or collecting used aprons after messy play; this allows them to learn about responsibility, good behaviour and develop a sense of independence soundly.

Staff have an excellent understanding of how to safeguard children from harm. They know how to deal with safeguarding issues and take appropriate action to protect and support the children in their care. Children show through their behaviour that they feel comfortable and safe in the nursery because their key persons and other staff support their emotional well-being very well.

Staff give clear messages to children to ensure they are developing a clear understanding of why it is important to have a healthy diet and gain an understanding of the need for physical exercise. For example, parents provide the fruit and vegetables for children's snack time, which staff prepare. Children eat a nutritious cooked lunch each day while staff talk about different foods and eating healthily. As a result, children learn about healthy diets and food.

Staff help children to learn to be highly independent and encourage them to manage their own personal needs. Staff and children practise good hygiene throughout the day to

support their health. Children wash their hands after outdoor play and eating snack, helping them to consider what it means to keep clean. As a result, children are very competent at managing their personal needs relative to their ages.

Children are emotionally well prepared for the next stage in their learning because staff provide well-focused support to prepare them for their transitions, both within the setting and to other settings and school. The nursery has arranged for two schools' teachers to come to visit to help older children be ready for school. Staff have adapted the home corner into a classroom with added uniforms and a school prospectus, so that children can become more familiar with a school environment. Staff talk to children about school and role play school type situations such as lining up or self registration. As a result, older children learn good skills in preparation for their move to school.

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

Staff implement excellent educational programmes as a team to ensure children benefit from a broad range of experiences and make progress. The staff have thoroughly secure understanding of the areas of learning, how children learn, and monitor their progress precisely. Staff gather details about children's interests through the registration process and include this in their medium-term planning so it is purposeful and stimulating. For example, children interested in sensory play engage in activities such as exploring sensory boxes to help develop skills in learning about textures and shapes. The nursery manager has recently introduced the use of an online assessment programme to support planning and monitoring of activities. In addition, staff have changed the provision of activities so that they can be taken outside at regular intervals throughout the day. This high level of commitment to improvement in the educational provision has a very positive impact on children's learning and development. As a result, activities are linked very closely to children's individual needs, interests and skills.

The managers and staff have an excellent understanding of the requirements of the Early Years Foundation Stage. They meet them successfully to safeguard children and promote their learning and development. All staff have a robust understanding of child protection procedures to help to keep children safe. They have recently reviewed their safeguarding policy together, adding items within the whistle blowing section to support them in fulfilling their responsibilities effectively. All staff are able to describe what they would do if they are worried about a child. As a result, children are protected from harm.

Staff complete both basic and full risk assessments for each room of the building, outdoors and visits to help them to protect children at all times. As a result, the environment is monitored well, providing a safe and secure space for children to play freely. Staff demonstrate a good understanding of the nursery's procedures for dealing with accidents and injury and all staff have completed first-aid training. This helps them to tend to children promptly to support the children's health and well-being.

Safeguarding and child protection practice are reviewed regularly, clearly evaluated and

inform the nursery provider's plans for improvement. For example, the nursery uses an entry coded gate and an intercom system to allow parents access to the nursery. As a result, children are safe and the premises are very secure.

The staff demonstrate an exceptionally strong drive for improvement and implement a clear and highly successful improvement plan to raise the quality of the provision further. Staff make very effective use of thorough and accurate self-evaluation which takes into account the views of staff, children and their parents. They use this to identify the nursery's strengths and areas for development to improve outcomes for children. For example, managers and the board of governors have developed a detailed nursery development plan which outlines six themes to consider for the nursery's development. Governors meet once a term to review this. As a result, the nursery is able to carefully reflect on the provision they offer and adapt it accordingly to build on their practice.

A highly effective and well-established programme of professional development is helping staff to continually improve their knowledge, understanding and practice. Staff attend and implement training effectively to maintain the highest outcomes in children's learning and development. All staff have attended paediatric first-aid training, healthy eating and safeguarding training to support them in their care of the children. The manager implements effective systems for monitoring staff's performance management and supporting their development. For example, the new apprentice is supervised by an experienced staff member. This provides her with a good level of support when needed. Robust recruitment, vetting and induction procedures help to ensure that all staff are suitable to work with children and remain so.

Partnerships between the nursery staff and parents are good. Parents receive a curriculum outline at the beginning of each term and a detailed newsletter at the end of each term. The nursery holds a parents' evening once every three months when key staff share information with parents, to involve them fully in their child's development. The manager has developed a parents' questionnaire to seek the parents' opinions about the quality of teaching, the quality of management and future changes to the nursery. This has enabled staff to act on parents' recommendations by providing more specific learning resources such as a science drawer. This reflects the good level of communication between staff and families.

Excellent partnerships between the nursery and external agencies are well established and make a strong contribution to meeting children's needs. For example, the manager attends early years network meetings and Jewish community meetings regularly. Staff have contact with special educational needs support services and a speech and language therapist. This provides the nursery with a robust support system and links with the local and wider community. Consequently, the staff are able to share information so that appropriate interventions are secured and children receive the support they need to make rapid progress in readiness for school.

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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY366969
Local authority	Brighton & Hove
Inspection number	986307
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 8
Total number of places	16
Number of children on roll	18
Name of provider	Torah Academy Ltd
Date of previous inspection	07/05/2009
Telephone number	01273 328 675

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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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