

Fayge Sufrin Kindergarten

Bnos Yisroel School, Leicester Road, Salford, Lancashire, M7 4DA



Inspection date

28 January 2015

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not consistently use observations to maintain precise ongoing checks on children's progress to help them identify and address any gaps in children's learning as early as possible.
- The planning for children's learning is not tailored to their individual needs. Therefore, activities do not offer all children appropriate levels of challenge to promote their good progress. Staff do not consistently offer an ongoing choice of creative activities for children to make marks with, using a broad range of resources.
- Staff do not make effective use of outdoor play and mealtimes to teach children about good health.
- The procedures for monitoring staff practice and the quality of planning and assessment lacks vigour and has not been sufficiently thorough to bring about continuous improvement.

It has the following strengths

- Staff offer activities which enable children to make some progress in developing the basic skills needed for their next steps in learning.
- Staff provide a good standard of care for babies because they consistently respond to their changing individual routines in order to meet their needs effectively.
- Staff place priority on emphasising the use of spoken English to help all children to develop their communication skills, including children who speak English as an additional language. Children are encouraged to join in traditional songs and prayers, providing experience of rhyme and rhythm.
- Children are given clear boundaries by staff to help them learn safe and appropriate behaviour.

What the setting needs to do to improve further

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

- implement robust systems for ongoing assessment of children's progress so that this information is available to support planning for individual children's learning
- plan challenging and enjoyable learning experiences that meet the individual learning needs of children by taking into account their individual progress, needs and interests in all areas of learning and development
- implement robust plans in order to teach children about the importance of physical activity and good nutrition
- implement rigorous systems to monitor and supervise staff performance with particular regard to the ways in which children's learning is observed, planned and assessed to support children's future progress.

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

- increase the opportunities for children to select freely from a range of materials and activities and re-visit these as they choose in order to improve the provision for children to make marks through creative activities.

Inspection activities

- The inspector toured the premises.
- The inspector carried out observations of childcare staff and their interactions with children throughout the day.
- The inspector held meetings with managers, and spoke with staff, children and parents at appropriate times during the inspection.
- The inspector examined samples of documents relating to children's learning and welfare and reviewed documentation regarding staff suitability, qualifications and recruitment procedures.
- A joint observation was completed by the inspector and the deputy manager.
- The systems used to evaluate the effectiveness of the creche in order to bring about continuous improvement were discussed by the inspector and managers.

Inspector

Jennifer Kennaugh

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The planning is not always tailored to individual children's differing needs and so children are not always supported to make good progress. For example, planning in the toddler room is for the whole group, rather than being consistently based on precise information from checks on individual children's progress. Staff do not consistently use the systems in place to make precise and regular assessments of children's progress, including establishing their starting points. This means that information to help staff identify and target any emerging gaps in children's learning is not always effective. Children are not able to independently explore a range of resources for making marks, such as sand, paint or collage materials and return to these as they choose to extend their learning. Staff speak to babies in English and other languages they may hear at home. They support babies to play with cause and effect toys to encourage them to find out how things work.

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

The creche environment is safe and welcoming to children, who gain confidence as a result. Children's emotional well-being is supported when they join the creche or move to the toddler room. There are a range of resources in both rooms and the outdoor area which support children's learning. Children have opportunities to learn about taking reasonable risk through activities offered by staff outdoors. They are taught how to manage their hygiene and safety by staff. Staff offer guidance to parents about providing nutritious foods for children and these are stored correctly to prevent spoilage. However, staff in the toddler room do not make use of outdoor play to teach children about the importance of exercise or use mealtimes to teach them about nutrition. Staff provide praise and encouragement to motivate children in their learning and enhance their self-esteem.

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

The management of the creche demonstrates a reasonable understanding of how to implement the requirements of the Early Years Foundation Stage through a range of appropriate policies and procedures. Staff demonstrate an adequate knowledge of how to safeguard children and manage any concerns they may have about children's welfare. However, monitoring of the educational programmes, particularly with regard to how children's learning is assessed and planned, is not robust. As a result, children are not making optimal progress in their readiness for school. This is because managers do not rigorously check staff needs for supervision and training to help them carry out all aspects of their roles effectively. The creche maintains positive partnerships with parents, who praise the creche highly for its care of their children. Managers have developed links with local agencies in order to provide support for children's needs and identify some areas where improvements can be made.

Setting details

Unique reference number	511447
Local authority	Salford
Inspection number	819431
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	34
Number of children on roll	53
Name of provider	The Governors of Fayge Suftrin Kindergarten
Date of previous inspection	Not applicable
Telephone number	0161 708 0125

The Fayge Suftrin Kindergarten creche was registered with Ofsted in 2001. It is attached to an independent school in Salford and is open during the host school's term times only. The creche operates from 8.30am to 4.30pm on Mondays to Thursdays and on Friday mornings and Sunday mornings from 8.30am to 1pm. There are 15 staff employed to work with the children, of whom 10 hold qualifications in childcare at level 3. It provides funded, early education for three-year-olds and receives support from Salford Sure Start.

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