

Cassel Fox Kindergarten

Broughton Jewish Primary School, Legh Road, SALFORD, M7 4RT



Inspection date

9 March 2015

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children make good progress in their learning and development, given their starting points and capabilities. This is because, overall, the quality of teaching is consistently good. As a result, children are motivated to learn and develop the skills they need for their future learning and school.
- Key persons ensure that children are well cared for and feel secure. This is because of their positive interactions and the strong emotional relationships they have established with them. Consequently, children have high self-esteem and confidence.
- Good partnerships with parents helps to ensure that they are well informed and involved in their children's learning. Partnerships with the nursery school, other providers and professionals are strong. This means that there is a consistent approach and helps to ensure that children's needs are met well.
- The manager and staff demonstrate a secure understanding of the safeguarding and welfare requirements. Staff are aware of their role and responsibilities to keep children safe from harm. The manager ensures that her team receive regular training on child protection. As a result, children are well protected.
- The manager leads a friendly and passionate staff team who are positive role models. Staff support children to cooperate and play together. As a result, behaviour is good.

It is not yet outstanding because:

- Occasionally, staff limit the resources and materials available to children during activities. This means that children are not consistently provided with opportunities to develop their creativity to the utmost.
- Opportunities for staff to learn from each other and share their best practice, to further improve the good quality of teaching, have not yet been established.

What the setting needs to do to improve further

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

- extend opportunities for children to explore activities and resources, and make independent choices about the materials used, to further support their creativity skills
- improve ways for staff to share their skills, knowledge and experience with each other, for example, through the implementation of peer observations, to further enhance the already good quality of teaching.

Inspection activities

- The inspector observed activities in the setting and outdoors.
- The inspector conducted a joint observation and held a meeting with the manager.
- The inspector spoke to staff and gained the views of parents.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and reviewed the setting's self-evaluation and action plans.

Inspector

Layla Clarke

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of teaching is good. The manager monitors the educational programmes. Staff are experienced and play enthusiastically alongside children. Staff are aware of children's interests and their preferred learning styles. They use this knowledge, with written observations and photographs, to plan for children's next stages in learning. Children enjoy the sensory experiences of sand and dough, staff introduce colours and shapes to extend their learning. As children pour and fill containers of water, staff ask questions and introduce numbers and concepts, such as 'how much?' and 'full and empty'. Consequently, children are developing mathematical awareness. Children's early writing is promoted well as staff provide a variety of mark-making tools, including pencils, crayons and paint. However, occasionally during some creative activities, staff limit the materials available for children to use, so their creativity is not maximised. Children benefit from regular opportunities in the stimulating outdoor area where they are able to challenge themselves and take calculated risks. Consequently, their physical development is well supported.

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

An effective key-person system supports all children's emotional well-being. Staff develop positive relationships with all children and gain meaningful information from parents when they first start. Staff offer ongoing support and reassurance to children. Furthermore, they use 'Malik the puppet' to encourage children to share their feelings. Children's physical well-being is promoted as staff provide a range of healthy meals and snacks. This supports their understanding of a healthy lifestyle. Children's dietary requirements are well managed. Staff support children's self-help skills and independence. Children are encouraged to wash their hands, put on their own coats and are gaining an understanding about managing their own safety. The environment is inviting with a variety of resources, which are labelled and are easily accessible to children. This means that they are able to make independent choices.

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

The passionate and well-qualified manager and staff understand their role in meeting the requirements of the Early Years Foundation Stage. Effective policies support children's safety and well-being. The strong recruitment procedure ensures that staff are suitable and they benefit from a robust induction process. The manager uses clear and realistic actions plans, which involve the views of staff, parents and children. Furthermore, the setting works closely with leaders from the host school. As a result, priorities for improvement are identified and are quickly addressed through a strong shared approach. Staff benefit from regular training, coaching and mentoring from the manager and are supported to develop their qualifications and knowledge. However, the manager has identified the need to introduce a better way for staff to share their training and skills with each other, to raise the good quality even further.

Setting details

Unique reference number	307455
Local authority	Salford
Inspection number	864882
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	23
Name of provider	Broughton Jewish Primary School Governing Body
Date of previous inspection	Not applicable
Telephone number	0161 9212513

Cassel Fox Kindergarten was registered in 1999. The setting employs five members of staff. Of these, three staff hold recognised early years qualifications at level 3 and the manager holds a recognised early years qualification at level 6. The setting opens Monday to Friday term time only. Sessions are from 8.30am until 3.30pm. The setting follows a cross-curricular approach to Limudei Kodesh and secular learning.

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