

Habonim Day Nursery

11 Upper Park Road, Salford, Lancashire, M7 4HY



Inspection date

4 June 2015

Previous inspection date

6 June 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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:

- Observations of staff practice and monitoring of the quality of teaching across the setting is not always effectively maintained to further improve practice.
- Staff supervision to foster continuous professional development is not provided effectively.
- Inconsistent teaching practice across the setting results in some children not being provided with appropriate play and learning opportunities.
- Not all opportunities to build on children's understanding of healthy eating and independence skills have been consistently incorporated into snack time and lunchtime across the setting.
- Children accessing the room for two-year-olds are, at times, limited in making choices relating to their play and learning.
- Babies have limited access to outdoor play to promote their physical development, and not enough opportunities to access creative and sensory learning experiences.

It has the following strengths

- Most children, including those with special educational needs and/or disabilities, and those who speak English as an additional language, make steady progress from their starting points, and some make good progress.
- Children's emotional well-being is very well supported, due to effective partnership working with parents, schools and specialist services.
- An effective key-person system and settling-in process involving parents ensure children form secure attachments with staff.
- A wide range of robust policies and procedures, including safeguarding and risk assessment, are in place to ensure the safety and well-being of all children.

What the setting needs to do to improve further

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

- provide all staff with support, coaching and training to ensure consistent use of good quality teaching strategies provide appropriate, challenging learning opportunities so that children make consistently good progress
- provide more opportunities for babies to make choices and further develop their physical skills by ensuring they have daily access to outdoor play
- provide a wider range of activities to all children to further promote their creative skills and sensory experiences.

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

- extend children's independence skills, for example, during snack time and lunchtime
- provide continuous access to a wider range of resources to further enhance children's learning experiences and support them in making choices
- improve the methods for observing and monitoring staff practice, and for sharing good teaching practice
- provide all children with a choice of healthy snacks to improve their understanding of healthy lifestyles.

Inspection activities

- The inspector observed activities in the indoor and outside learning environments and spoke with staff and children.
- The inspector conducted a joint observation with the manager.
- The inspector looked at a range of policies and procedures, and looked at children's assessment records and planning documentation.
- The inspector looked at a range of documentation, including policies, procedures and staff qualifications.
- The inspector took account of parents' views and comments.

Inspector

Kim Boughey

Inspection findings

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

Staff are appropriately qualified, although not all children have access to good quality learning experiences due to inconsistency in the quality of teaching across the setting. Staff, in the room for pre-school children, skilfully provide a purposeful, adult-led activity to promote literacy skills. This involves children using role play to tell a story relating to characters from a book. Also, children initiate their own play as they confidently make choices relating to their interests, such as mark-making, construction and role play involving dancing. This promotes children's learning and development across all areas of the Early Years Foundation Stage. However, the quality of teaching and limited access to resources in the room for two-year-old children and the room for babies, results in some children not being enthused or fully engaged in their learning. Children are not fully supported in making choices. For example, not all resources are clearly labelled and access to activities, such as sand, water play and mark-making activities is limited.

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

The environment is clean, safe and welcoming, and children have secure relationships with staff. Children in the room for three-year-olds learn about healthy lifestyles as they are given a choice of fresh fruit and discuss healthy foods at lunchtime. However, in the room for two-year-olds, children are not provided with a choice of healthy snacks to further promote their understanding of being healthy. Children are developing good independence and self-care skills as they wash and dry their hands, and clean their teeth independently. However, some children do not have the opportunity to further develop their independence skills, for example, by serving food and pouring drinks for themselves. Children confidently explore the exciting, stimulating outdoor environment where they enjoy a range of challenging learning opportunities. However, access to outdoor play and learning opportunities to further enhance children's level of development is limited for babies and not on a daily basis.

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

Leaders and managers have an adequate understanding of the Early Years Foundation Stage and how children learn. However, observations of staff practice, to monitor the quality of teaching, requires improvement to ensure that all teaching is consistently good, and supports all children to make progress in their learning and development. Staff do not receive regular, effective supervision to support their professional development. New learning is not fully embedded into practice. Although, there are plans for all staff to further improve teaching strategies by attending communication and language training. Effective systems for planning, monitoring and tracking children's progress are in place. Staff seek the views of parents through daily verbal feedback, daily diaries and regular meetings where they are kept informed of children's progress. Self-evaluation supports leaders and managers in identifying strengths and areas for improvement, for example, to improve the monitoring of teaching practice across the setting.

Setting details

Unique reference number	307458
Local authority	Salford
Inspection number	867746
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	78
Number of children on roll	63
Name of provider	Adreene Lee
Date of previous inspection	6 June 2011
Telephone number	0161 740 3826

The Habonim Day Nursery was registered in 1994 and is situated in the Salford area of Manchester. The nursery employs 16 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2, level 3 or level 5. The nursery opens 51 weeks per year, from Monday to Friday, all year round. Sessions are from 8.15am until 6pm, Monday to Thursday, and 8.15am until 3pm on Friday. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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