

Menorah Girls High Creche

Menorah High School for Girls, 23 Dollis Hill Estate, Brook Road, London, NW2 7BZ



Inspection date

15 July 2015

Previous inspection date

17 July 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
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 meets legal requirements for early years settings			

Summary of key findings for parents

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

- The range of learning experiences available to children outdoors is limited. Since the last inspection, some improvements have been made to the learning environment but progress on plans to improve the outdoor space has been slow.
- Children do not always have the opportunity to make choices in their play and learning. Children cannot freely access a wide variety of tactile and creative resources to help them play and explore to their full potential.
- Staff do not always extend children's learning to ensure all children make at least good progress in all areas of learning and development, including health and self-care. Monitoring systems are not fully effective to make sure all teaching is consistently of a high standard.

It has the following strengths

- The provider made the necessary improvements promptly following the last inspection to meet safeguarding and welfare requirements. Because of the staff's dedicated approach, the creche runs smoothly on a day-to-day basis.
- Children settle quickly as they form secure attachments with staff. Parents speak very highly of the individual attention staff give to children to provide continuity of care between home and the creche.
- Staff play with children in a lively and engaging way. Children listen attentively and are keen to try new activities. Children enjoy coming to the creche.

What the setting needs to do to improve further

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

- ensure all planned improvements to resources and the learning environment are implemented promptly, to extend the opportunities for children to learn in different ways during their time in the creche
- implement a fully effective system to monitor and improve the quality of teaching and learning to ensure all practice is consistently of a high standard and all children make good or better progress in all areas of their learning.

Inspection activities

- The inspector observed activities both indoors and outside and spoke with staff and children at suitable times throughout the day.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of policies, procedures and documents relating to the management of the nursery, including those for checking the suitability of staff.
- The inspector held discussions with the provider, manager and deputy manager.
- The inspector spoke with parents and took into account their written comments to the nursery.

Inspector

Christine Davies HMI

Inspection findings

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

Staff set up a wide range of activities to match children's interests but do not consistently extend children's emerging skills. Older children are starting to count to 20 and recognise sounds and letters from their names but staff do not routinely encourage children to use these skills during play. Staff provide books, puzzles, dressing up and construction resources to cover all areas of learning. In a favourite activity, babies enthusiastically plunge their hands in shaving foam to feel for hidden animals. However, as staff recognise, children cannot always choose to explore with their senses or develop their own ideas because they do not have ready access to wide variety of creative materials. Children enjoy the new opportunities presented in the improved outdoor area, such as wheeling barrows of compost and growing plants; it is too soon to see the impact on their learning. Children, including the many who speak English as an additional language, are keen to join in stories, singing and rhymes in the cosy reading corner. Their communication and language skills are developing well.

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

Children's individual routines are carefully worked out between key persons and parents so the youngest can sleep and eat when they need to. Older children enjoy sociable meal and snack times together when they eat home-packed lunches, for which parents take responsibility. Older children are not developing self-care skills as well as they might. They cannot access the washroom or reach the sink without adult help. With support, children develop good routines for washing their hands, for example before they eat, although, progress in managing their own hygiene needs is limited. Staff keep the environment safe and children handle a variety of equipment, such as wheelbarrows, safely. Children learn about healthy exercise when playing outdoors and in active dressing up and dance games indoors. Staff accurately assess children's needs with input from parents and know how to secure additional support for a child, if needed. Staff successfully use positive strategies to encourage sharing and turn-taking. Children who attend regularly build the co-operative skills they need for the next stage of their education; most go on to nursery classes soon after the age of three.

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

The provider is committed to creating a safe and welcoming environment and improving children's learning. The outside area is more accessible to children and a trampoline has been provided to meet children's need for physically active play. The manager's monitoring identifies that teaching needs to be strengthened and resources improved to reach high standards in all areas of children's learning. The details of how further improvements will be achieved are at an early stage of planning. Parents' regular feedback is overwhelmingly positive. Robust safeguarding arrangements are in place, including those for staff recruitment and to ensure staff have the appropriate child protection, paediatric first aid and behaviour management training to keep children safe.

Setting details

Unique reference number	EY427927
Local authority	Brent
Inspection number	1014335
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	13
Number of children on roll	16
Name of provider	Haronem Ltd
Date of previous inspection	17 July 2014
Telephone number	0208 2080500

Menorah Girls High Creche registered in 2011. The creche provides care for children of teachers at Menorah High School for Girls and offers spare places to teachers from other schools. The creche employs four staff to work with the children, three of whom hold suitable childcare qualifications. There are 17 children on roll in the early years age range attending on a full- or part-time basis. The creche supports children with special educational needs and/or disabilities and children who speak English as an additional language. The creche opens during school term times only, on weekdays from 8.30am to 4.20pm.

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