

Fayge Sufrin Kindergarten

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



Inspection date	21 October 2015
Previous inspection date	28 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders and managers have been proactive in driving improvements. This approach, along with good partnership working with the local authority, staff and parents, has helped to raise the overall quality of the kindergarten.
- Children thrive in this calm, welcoming and child-friendly environment. Staff consistently review children's learning and development. The monitoring of children's progress shows that children are achieving the necessary skills for their next stages in learning and school.
- Partnership with parents is well established. This helps to support continuity in children's care and learning. Parents comment that they are extremely pleased with the level of care and education that their children receive, and value the support they receive from staff.
- Children's behaviour is good. Children play cooperatively together. Staff are positive role models because they are friendly and respectful to each other. Children settle quickly and display high levels of self-assurance, independence and confidence.

It is not yet outstanding because:

- There are fewer opportunities for children who speak English as an additional language, to see their home language in the environment.
- Occasionally group activities in the toddler room, do not fully hold all children's interest.

What the setting needs to do to improve further

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

- provide more opportunities for children who speak English as an additional language, to see their home language in the environment
- review the organisation and planning of some group activities in the toddler room, in order to capture all children's imagination and engagement.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to the managers, staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation, such as children's learning records and planning. She looked at policies and procedures, discussed self-evaluation and checked evidence of staff qualifications and suitability.
- The inspector took account of the views of a selection of parents during the inspection.
- The inspector held a meeting with the managers and the Early Years Professional.

Inspector

Layla Louise Clarke

Inspection findings

Effectiveness of the leadership and management is good

Leaders and managers have a thorough understanding of their roles in meeting the statutory and other government requirements. All staff have a secure understanding of the policies and procedures and use them well. Safeguarding is effective. The kindergarten has a high level of security. All visitors are escorted into the premises and identification is verified on arrival. This contributes to children's safety and welfare. The high level of qualified staff are well trained and receive support from the managers. The managers spend time in the rooms observing staff practice. This helps them to meet all children's needs and maintain the good quality of teaching and care. Partnerships with local schools are effective and supports children's eventual move to school.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff use observation and assessment well to provide children with a range of stimulating and challenging experiences. Activities are carefully tailored to support children's individual interests and learning needs. This contributes to children being motivated and eager to participate. However, occasionally during large-group activities in the toddler room, some children lose interest. Children's communication and language is given high priority. Staff use a range of effective strategies, including repetition and purposeful questioning to promote children's speaking skills. Staff encourage children of all ages to sing songs and rhymes in different languages. However, opportunities for children who speak English as an additional language to recognise their home language in the environment, are less frequent. Children's sensory experiences are rich and plentiful. For example, babies excitedly explore in cornflour and water, using their whole hands and toddlers crunch leaves in paint to make prints.

Personal development, behaviour and welfare are good

The effective key-person system supports children's emotional security and well-being. Children and staff are happy and genuinely enjoy their time together. Children display a strong sense of belonging and affectionately snuggle into their 'aunties'. Staff place emphasis on supporting children to develop their independence. Children are actively encouraged to wash their own hands, put their coat on and feed themselves. Furthermore, toys and equipment are freely accessible to allow children to make independent choices. Staff provide good opportunities for children to develop their physical skills outdoors. Children lift and stack large blocks before confidently balancing along them. Staff talk to children about the benefits of eating healthy foods. They advise parents of suitable snack options and encourage children to brush their teeth during the session. This supports children's good health.

Outcomes for children are good

Children are extremely content in the kindergarten. They make good progress in relation to their starting points. Children of all ages have many opportunities to make marks which supports their early writing skills. Staff effectively support children to develop their abilities. This helps to prepare them for the next stages in their learning and development.

Setting details

Unique reference number	511447
Local authority	Salford
Inspection number	1005380
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 3
Total number of places	34
Number of children on roll	43
Name of provider	The Governors of Fayge Sufrin Kindergarten
Date of previous inspection	28 January 2015
Telephone number	0161 792 3896

Fayge Sufrin Kindergarten was registered in 2001. It operates from 8.30am to 4.30pm on Mondays to Thursdays and on Friday mornings and Sunday mornings from 8.30am to 1pm, during the school term. There are 13 staff employed to work with the children, of these, 10 hold appropriate early years qualifications at level 3 or above. The kindergarten provides funded early education for three-year-old children.

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