

Inspection date	27 October 2015
Previous inspection date	10 September 2014

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

Summary of key findings for parents

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

- The quality of teaching is not consistently strong. Leaders and managers have recently introduced systems to monitor the quality of teaching and help staff identify where they need to improve.
- Not enough children make good progress. Adults do not plan consistently to provide children with sufficient challenge to extend their learning. They do not always have enough opportunities to use a range of technology or writing during their play.
- While adults check how well children are doing in their learning, they do not routinely assess individual children's communication and language skills in English.
- Adults do not always make the most of learning opportunities during some routine times. This means children do not always get the opportunity to further develop their independent skills during these times.

It has the following strengths

- Partnerships with parents are strong. Parents welcome regular communication with nursery staff and know about their child's development. This knowledge and regular newsletters help parents to support children's learning at home.
- Children with additional needs are supported well. The setting works with other professionals to make sure children get the additional help and support they need.
- Managers and staff identify accurately where practice needs to improve. They have sought external support to help them on their improvement journey.
- Adults promote children's self-esteem effectively. Children show respect and consideration for one another. They extend their understanding of how to help others.

What the setting needs to do to improve further

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

Due Date

- ensure staff check children's communication and language skills in English as part of their regular assessment and use this to inform planning. 11/12/2015

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

- embed systems to monitor the quality of teaching so practice is consistently good or better and supports children to make the best possible progress
- review the effectiveness of routine times, such as mealtimes so adults make the most of all learning opportunities, including helping children further develop their independent skills
- provide children with more opportunities to use and experience a range of technology and to practise their writing skills in different play situations.

Inspection activities

- This inspection took place over two separate visits.
- Inspectors observed activities both indoors and outside.
- The inspectors spoke with staff and children at appropriate times during the day and held meetings with the nursery managers.
- The inspectors undertook joint observations of teaching with the nursery managers.
- The inspectors looked at children's records, planning information, the nursery's self-evaluation, evidence of staff suitability and a range of other documentation including, policies and procedures.
- Inspectors took account of the views of parents spoken to on the day of inspection.

Inspector

Marian Pearson HMI/Wendy Ratcliff HMI

Inspection findings

Effectiveness of the leadership and management requires improvement

Leaders and managers have made improvements since the last inspection. However, teaching is not yet consistently strong. New systems to monitor practice help staff to identify where they need to improve. Staff visit outstanding settings to gain a greater understanding of how they can improve and support children's learning further. Leaders and managers know what needs to improve. They recognise there are missed opportunities for children to build their independence skills during some routine times. They plan to undertake a review of lunchtimes in the school hall to help children be better prepared for the transition into school. Safeguarding is effective. Leaders and managers have a good awareness of their responsibilities to keep children safe. Staff understand the procedure to follow if they have a concern about a child.

Quality of teaching, learning and assessment requires improvement

Adults develop a curriculum based on Jewish traditions. They provide children with age-appropriate activities to extend their skills across most areas of learning. Children act out stories with props they make and learn how to eat healthily when discussing the food they will eat at a forthcoming festival. Adults do not always make the most of some opportunities to extend children's learning further. There are less opportunities for children to use technology and a range of writing in their play. Adults do not use questions well enough or consistently challenge the children. When younger children play with pegs adults ask them closed questions about colours, using both English and Yiddish. They do not make the most of such opportunities to extend children's mathematical skills. Adults observe children to find out what they know and can do. This information is used to plan their next steps. However, adults do not check and plan to develop individual children's skills in speaking English, particularly younger children.

Personal development, behaviour and welfare are good

Children arrive on time. They are happy and eager to learn. Adults help children to gain an increased understanding of other cultures beyond their own. They visit places of interest and learn more about countries they travel to on holiday. Children learn how to keep themselves safe. Adults remind them sensitively to consider others when riding wheeled toys. Children have good relationships with each other and adults. The boys show fascination with the topic on recycling. They negotiate with friends and use their imaginations as they play with dustbin lorries and decide their preferred collection route. Children learn what is right from wrong. Adults provide clear explanations about why some behaviour is unkind and how this affects others.

Outcomes for children require improvement

Leaders and managers discuss children's progress with staff and now use a termly tracker to check gaps in learning. They noticed a gap in children's physical development and reviewed what was on offer. As a result, children have lots of opportunities to enjoy 'exercise' when they play outside. Most children are working at levels typical for their age when they move on to school and make steady progress in speaking, writing and reading in English.

Setting details

Unique reference number	EY314096
Local authority	Hackney
Inspection number	1017427
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	3 - 5
Total number of places	69
Number of children on roll	76
Name of provider	C.M.A. Community Nursery Ltd
Date of previous inspection	10 September 2014
Telephone number	020 8806 0017

CMA Nursery registered in 2005 and is run by CMA Trust Ltd. The nursery is for boys only and operates from three classrooms. Most staff and children speak Yiddish as their first language. The nursery serves the local Orthodox Jewish Community (who follow the Viznitz sect) and operates Monday, Tuesday, Wednesday, Thursday and Sunday from 8.45am until 3.15pm and on Friday from 8.45am until 12.30pm. The setting closes on Jewish holidays. The nursery is registered on the Early Years Register. The nursery employs 23 staff, of which 17 hold an appropriate early years qualification.

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