

Habonim Nursery

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



Inspection date	3 June 2016
Previous inspection date	4 June 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The experienced and dedicated management team is inspirational. They have been successful in their vision for high-quality care and learning, and have worked extremely hard to implement new initiatives since their last inspection, such as peer reviews to improve teaching and learning. Their expectations for first-rate quality are supported by a focused and skilled staff team.
- The caring and attentive staff team know children extremely well. They are excellent role models and are respected by children and their parents.
- Partnership working is excellent. The nursery staff have developed exceptionally strong links with the local primary school and professionals who support children who have special educational needs or disability. This supports learning and confidence in preparation for the next stage in their development.
- Expert staff deploy themselves strategically to ensure all children receive excellent opportunities and support. They skilfully observe children to monitor activities and extend on the superb learning taking place both indoors and outdoors.
- Weekly staff and management meetings have enhanced the performance of the already committed staff team. They have empowered staff to drive forward challenge and change to ensure first-rate quality of teaching is offered.
- Parents are extremely complimentary about the nursery and staff. They are knowledgeable about the care routines and how children learn. They receive a wealth of information about their children's learning and development and are encouraged to input into their learning journeys at every opportunity.

What the setting needs to do to improve further

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

- continue to evaluate and reflect on the impact of continued improvement, to ensure children are receiving consistently excellent opportunities.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. She also viewed a sample of children's learning journeys and assessments.
- The inspector completed a joint observation with the nursery manager and provider.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views. She also held discussions with key staff and children at appropriate times during the inspection.

Inspector

Shelley O'Brien

Inspection findings

Effectiveness of the leadership and management is outstanding

The enthusiastic and dedicated staff are led by a highly focused, motivated and ambitious management team. They share their extremely high expectations with the staff who in turn, have high expectations of children and their learning. Arrangements for safeguarding are effective. All staff, including apprentices, have an exceptional knowledge of safeguarding and are all clear on nursery and local policies and procedures. This is complimented by sharply focused and robust policies and procedures. Self-evaluation and ongoing reflection is thorough. The manager has plans to continue and develop the reflective process to ensure the superb outcomes for children are maintained. The management team provides focused and tailored support to their staff through regular supervision sessions and peer observations.

Quality of teaching, learning and assessment is outstanding

Staff expertly provide exciting opportunities for children to learn. Kitchen utensils and coloured cotton wool balls quickly become an ice cream parlour, where children discuss colour, number and texture. Staff skilfully and effortlessly adapt activities to suit individual needs, interests and learning styles. Children bake Challah bread for family celebrations in the evening. They secure knowledge about their religion and ask probing questions of staff to secure their understanding. Other religions and backgrounds are explored and investigated by celebrating the heritage of the staff. Children demonstrate excellent communication skills and critical-thinking skills which are supported by the skilful staff naturally weaving questions into conversations. Children expertly tend to their allotment, watering and weeding the planting area in anticipation of the harvest they will get. Children's learning is further enhanced by robust observations, assessment and tracking.

Personal development, behaviour and welfare are outstanding

All children are happy and confident learners. Younger children quickly build strong relationships with their key person. This supports their growing confidence and their emotional well-being is promoted exceptionally well, as they bond with familiar adults who know them extremely well. This is further supported by the babies' enjoyment of participating in water and bubble play with their key persons. Children keep themselves safe and remind their peers about safety tips. They remind each other to hold the railings when coming downstairs, and support each other to put on sun cream while talking about the harmful sun. Children behave exceptionally well, they take turns, share and understand rules. They are caring and considerate of each other and are aware of the consequences of their actions on others.

Outcomes for children are outstanding

All children are making rapid progress in their learning from their starting points. This includes children who have special educational needs or disability. Children are highly motivated and eager to explore, investigate and enquire. They are exceptionally well prepared for school or the next stage in their learning.

Setting details

Unique reference number	307458
Local authority	Salford
Inspection number	1017348
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	80
Number of children on roll	67
Name of registered person	Adreene Rayne Lee
Registered person unique reference number	RP904997
Date of previous inspection	4 June 2015
Telephone number	0161 740 3826

Habonim Nursery was registered in 1994. The nursery employs 16 members of childcare staff. Of these, 12 hold appropriate qualifications at level 2 and level 3 and two staff have a degree in early years studies. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm Monday to Thursday and 8am to 3pm on Friday. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disability and children who speak English as an additional language.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

