

Menorah High Creche

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



Inspection date

21 June 2016

Previous inspection date

15 July 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

- Children make good progress from their starting points. Staff have high expectations of children's learning. They plan a range of activities that are enjoyable and challenging, and that children are eager to join in.
- Partnerships with parents are strong. For example, regular information sharing involves parents fully in their children's learning, which enables them to contribute effectively. Parents are pleased with their children's learning and good progress; they comment about the caring staff, including how they value and listen to them.
- Staff build effective links with other professionals to develop their teaching skills and expertise. They use this knowledge well to provide extra help for children who may need it. Staff know and value the needs of all children.
- Staff are caring, kind and thoughtful, and they provide children with high levels of emotional security. Children are self-assured and enjoy spending time with their friends and adults.

It is not yet outstanding because:

- Staff do not always consider ways to enhance the outside area, to support fully those children who enjoy learning in the outdoor environment.
- On occasions, staff do not make full use of all opportunities to increase children's skills in managing their own daily care needs.

What the setting needs to do to improve further

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

- continue to develop the outdoor provision further, particularly to make it more inviting and to support those children who learn better outdoors
- enhance opportunities for children to develop their independence further so that they grasp fully the skills needed to undertake daily routine tasks for themselves.

Inspection activities

- The inspector observed children's play and staff's interaction with them, indoors and during outdoor play.
- The inspector completed a joint observation with the manager.
- The inspector talked to parents, staff and children, and held regular discussions with the manager.
- The inspector examined relevant documentation, including children's records, development plans and staff records.
- The inspector discussed with the manager how the recommendations set at the last inspection have been addressed.

Inspector

Julie Biddle

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of their safeguarding role and responsibility towards protecting children. They fully understand the procedures to follow if they have any concerns about a child in their care. Procedures for recruiting new staff are rigorous. The manager uses thorough systems to check that staff remain suitable to work with children. The manager focuses well on improving the creche, and she has successfully met the actions and recommendations set at the last inspection. The manager values the views of staff and parents in the process of self-evaluation, to ensure ongoing improvements across the creche. She monitors staff performance and the quality of teaching, to ensure children continue to make good progress, which has a positive impact on the learning experiences for children.

Quality of teaching, learning and assessment is good

Children settle very quickly into their chosen activity. They mostly take part in activities that are enjoyable and challenging. For example, they confidently match real fruits and vegetables with pictures. Staff enhance this by asking children questions that encourage them to think about their answers. For example, staff ask the children about the colours of the fruits and vegetables, and why they like eating them. Children enjoy learning how to care for living things. They plant seeds and know that they need to water them to help them grow. Staff use their observations and information from their assessments to ensure that their plans meet the individual learning needs of each child.

Personal development, behaviour and welfare are good

Children are secure and self-confident. Staff know the children they care for very well and understand their needs. They offer comfort to babies and provide them with a secure base, such as when they are feeling unsure of themselves. Staff encourage all children to respect and care for each other. Children understand about taking safe appropriate risks, including how to negotiate. For example, while using the balancing bar, children understand that they need to make space for others. Children behave well. Staff help them to understand about how others feel. For example, they talk about sharing and play turn-taking games.

Outcomes for children are good

Children develop a good understanding of familiar languages. For example, they sing songs in both English and Hebrew as they greet one another in the morning. Children are self-assured and they speak with confidence. They are ready for the next stages in their learning, including starting school.

Setting details

Unique reference number	EY427927
Local authority	Brent
Inspection number	1028281
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 3
Total number of places	21
Number of children on roll	18
Name of registered person	Haronem Limited
Registered person unique reference number	RP903408
Date of previous inspection	15 July 2015
Telephone number	0208 2080500

Menorah High Creche registered in 2011. It is situated in the London Borough of Brent. The creche is open each weekday from 8.30am to 4.20pm, during term time only. The provider employs five members of staff; of these, three hold relevant early years qualifications at level 3.

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