

# Tashbar Creche

Levi House, Bury Old Road, SALFORD, M7 4QX



<b>Inspection date</b>	21 June 2016
Previous inspection date	25 July 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
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 good, particularly in assessing and promoting children's understanding and speaking skills.
- The way in which furniture and equipment is organised does not have a consistently good impact on children's learning. Occasionally, the planning of the provision for children does not match their stages of development in order to promote their progression, particularly at mealtimes and in promoting mobility in the baby room.
- Partnerships with parents are not always used effectively to promote children's good health. Children drink juice from spouted bottles and continue to bring bottles with teats to drink from even when they can drink from cups.
- The management of children's oral soothers is not fully effective in promoting their speaking or preventing the spread of infection.
- Management do not act on identified improvements swiftly enough to maintain the good quality provision previously achieved.

### It has the following strengths

- The very friendly and caring staff support children's emotional well-being and confidence well. This helps children explore some of the valuable opportunities for learning and gives them a sound emotional foundation for their future move to nursery.
- The new manager has a clear view of the quality of the provision. She is beginning to address some of the weaknesses she has identified and is supporting staff to improve some of their practices.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ improve the quality of teaching and children's communication and language development by: improving the questioning skills of some staff so that they check and extend children's understanding; and by sharing and using good practice guidance regarding the use of bottles and teats.</li> </ul>	26/07/2016

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

- improve the way that equipment and resources are used and organised to ensure they are developmentally appropriate and used to provide children with the challenge they need to make good progress, particularly during mealtimes and in developing mobility
- improve the management of oral soothers to help prevent the spread of infection
- increase the rigour of the monitoring of the provision to ensure that identified areas for development are swiftly addressed and improve the quality of the provision for children.

### Inspection activities

- The inspector observed the quality of teaching during activities in four creche rooms and assessed the impact this has on children's learning.
- The inspector spoke to the provider, a management representative, staff and children at appropriate times during the inspection.
- The inspector carried out an observation of a planned activity and held discussions the lead member of staff.
- The inspector looked at relevant documentation, such as children's learning records and planning. She looked at policies and procedures, self-evaluation and action plans, and checked evidence of staff qualifications and suitability.
- The inspector spoke with a small selection parents and took account of their views.

### Inspector

Angela Rowley

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The setting has been through two changes of manager since the last inspection. The new manager has a clear understanding of legal requirements. She links well with local advisers and forums and is keen to drive improvements. The manager checks the quality of teaching and its impact on children's progress. She is well aware of improvements that need to be prioritised and has suitable plans in place. However, some improvements, such as the actions planned to address the weakness raised at the previous inspection are slow to be implemented and not yet consistently making a difference to children. Many staff are well qualified, but this is not consistently reflected in the quality of their practice. This is with particular regard to promoting some aspects of children's learning and development. The arrangements for safeguarding are effective. Children are protected well because procedures to keep them safe are well known by staff, including during sleep times.

### **Quality of teaching, learning and assessment requires improvement**

Assessment is routinely updated and shows that most children achieve what is typically expected in most areas of their learning. Staff know children well and respond to their interests to provide some valuable opportunities for enhancing some of their skills. However, assessments show that children make less progress in their communication and language development, which is crucial for underpinning their future learning. Staff do not consistently use questions to assess children's understanding and to promote speaking. Sometimes, staff do not effectively plan the use of equipment. This limits the possibilities for good quality learning. Children who are able to sit competently at the available low table and chairs, are placed in high chairs for mealtimes, which are intended for younger children. While babies explore interesting toys, their confidence to take risks and move is not supported by, for example, the hard floor surface and many accessible walking aids.

### **Personal development, behaviour and welfare require improvement**

The creche is a small, happy and relaxed setting where staff know the children and their families in their key groups very well. Information sharing between staff and parents is generally strong and provides continuity for children's care. However, staff do not share health guidance with them relating to the use of dummies and teats, as a way of helping them better promote oral and speech development and to help prevent the spread of infection. Children are contented and secure. They benefit from consistent carers who spend time with them on an individual or small group basis. Children behave well and especially enjoy regular outdoor play sessions on the balcony where they benefit from fresh air or excite in blowing and catching bubbles. Mobile children can challenge their physical skills and use some small climbing equipment. Children visit different rooms in the nursery, so that they are familiar with the new staff and routines when they move groups.

### **Outcomes for children require improvement**

Children are generally making progress. They develop relationships with other children and are learning how to share and care for others. As yet, however, the quality of teaching and provision is not consistently effective in closing identified gaps swiftly enough to ensure children's good progress overall.

## Setting details

<b>Unique reference number</b>	EY440277
<b>Local authority</b>	Salford
<b>Inspection number</b>	1042087
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	30
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Tashbar Creche
<b>Registered person unique reference number</b>	RP903090
<b>Date of previous inspection</b>	25 July 2012
<b>Telephone number</b>	01617959598

Tashbar Creche registered in 2012. It operates from first floor rooms within the nursery building of an independent boys' Jewish school in Higher Broughton, Salford. The creche is managed by a private individual for Tashbar Academy. It mainly provides care for children aged from birth to three years whose parents work at the nursery and the school. The creche employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 or 3. The creche is open on weekdays during term time from 8.45am to 4pm.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

