

# Bury and Whitefield Jewish Private Nursery

Parr Lane, Bury, Lancashire, BL9 8JT



<b>Inspection date</b>	26 July 2016
Previous inspection date	27 August 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	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

- The manager and staff team have worked extremely hard since the last inspection to improve their practice and the quality of the nursery. They have successfully addressed the actions and recommendations. Furthermore, staff have enhanced many other aspects of their practice.
- Children benefit from a wide range of good quality resources and challenging activities that effectively promotes all areas of learning. They are self-confident, interested and motivated and develop positive attitudes towards learning, in readiness for school. This helps children make good progress.
- The key-person system is well established and effective. Children develop close relationships with each other and staff and demonstrate high levels of confidence and self-esteem.
- Partnerships with parents, other early years providers and external professionals are a key strength of the nursery. This effectively contributes to consistency and continuity of care and learning and children are well supported as they transfer to other settings, including school.

### It is not yet outstanding because:

- The manager has not yet fully considered tracking the progress of different groups of children.
- Self-evaluation does not always identify the impact that any changes to practice and staff training have on the learning outcomes for children.

## What the setting needs to do to improve further

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

- evaluate the progress made by different groups of children and use this information to ensure that any gaps in their learning are quickly closed and they make the best possible progress
- enhance the existing good arrangements for self-evaluation to clearly identify the impact that changes to practice and staff training have on the learning outcomes for children.

### 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 talked to staff and children throughout the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability and qualifications of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Julie S Kelly

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Rigorous recruitment procedures ensure that staff are suitable to work with children and staff have a good understanding of how to protect children from harm. Vigilant security measures, such as the employment of a security guard and closed-circuit television cameras, ensure that staff are aware of who is at the gate before they allow them to enter. This helps protect children from unwanted visitors. The manager monitors children's records to ensure assessments are accurate and up to date. Regular one-to-one supervision sessions are organised to enable the manager to monitor staff performance. The manager is committed to providing opportunities for staff to attend regular training to promote ongoing professional development to raise the quality of teaching and learning. Overall, self-evaluation is effective. The manager actively seeks the views of parents, children and staff and uses this information to drive ongoing improvement.

### Quality of teaching, learning and assessment is good

Staff provide babies and children with a wide range of challenging and interesting activities and the environment is adapted to support their individual learning needs well. Babies have a wonderful time as they experience the taste, texture and smell of jelly, toddlers investigate custard and rice and older children explore mud, paint and dough. Staff support children who have special educational needs or disability extremely well. They work closely with parents and other professionals to provide a consistent approach. Staff provide a broad range of opportunities for children to read and write, both indoors and outdoors. This has a positive impact on children's early literacy skills, which prepares them well for future learning, including school. Staff track individual children's progress so that they can quickly identify any gaps in their learning and seek appropriate support, if necessary. Children who speak English as an additional language are particularly well supported. Staff find out key words and phrases in children's home language and this, together with the expertise of bilingual staff, helps children make very good progress in their understanding of English.

### Personal development, behaviour and welfare are good

Babies and children are happy and well settled in the nursery. Caring and nurturing staff intuitively respond to babies' and children's physical and emotional needs to ensure that they remain happy and content. This has a positive impact on children's self-esteem and welfare. Staff are good role models and play alongside children to teach them to understand how to share and take turns. This helps children to develop strong friendships and a secure understanding of acceptable behaviour.

### Outcomes for children are good

All children make consistently good progress, including children whose starting points are below expected levels of development. Some children achieve beyond expected levels of development for their age. Children develop the key skills needed for the next stage in their learning, such as starting school. They learn how to share, take turns and develop good self-care skills.

## Setting details

<b>Unique reference number</b>	316754
<b>Local authority</b>	Bury
<b>Inspection number</b>	1028637
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 3
<b>Total number of places</b>	56
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Bury and Whitefield Jewish Nursery Governing Body
<b>Registered person unique reference number</b>	RP904103
<b>Date of previous inspection</b>	27 August 2013
<b>Telephone number</b>	0161 767 9390 and 0161 766 2888 (office)

Bury and Whitefield Jewish Private Nursery opened in 1987. It is organised and managed by the governing body of Bury and Whitefield Jewish Nursery School. There are 10 members of staff employed who work directly with children. Of these, one holds qualified teacher status, one holds an appropriate early years qualification at level 4, and six hold an appropriate early years qualification at level 3. The nursery is open each weekday from 8am to 6pm all year round, with the exception of bank holidays and Jewish holidays. The nursery supports children who have special educational needs or disability and children who speak English as an additional language.

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