

Gilah Nursery School

The Synagogue, Croxdale Road, Borehamwood, Hertfordshire, WD6 4QA



Inspection date	28 September 2016
Previous inspection date	11 February 2016

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

- The dedicated and enthusiastic managers are committed to providing young children with the best possible early years experiences. They work closely with staff, parents and other professionals to evaluate the quality of the nursery. This helps them to plan future improvements that benefit children and their families.
- Since the last inspection, managers have strengthened how they monitor staff. They observe and support them in their role by offering frequent coaching, mentoring and supervision opportunities. This has a positive impact on the quality of teaching and learning.
- Partnership with parents is strong. Staff work closely with parents to build on their children's next steps and to help them extend learning at home.
- Children develop a very good understanding of healthy lifestyles. They have many opportunities for physical play and enjoy nutritious meals and snacks.
- Children form strong and trusting relationships with the dedicated staff, who respond to their every need. This contributes towards children being happy, settling in quickly and being confident in this welcoming and inclusive environment.
- Staff provide a wide range of opportunities so that children develop an understanding of the world. Displays, visitors to the setting and opportunities for children to engage with their local community, help to support children's learning of the diversity of communities and different families.

It is not yet outstanding because:

- Staff do not always give younger children time to use spoken language to express themselves or give older children time to organise and express their thinking and ideas.

What the setting needs to do to improve further

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

- extend opportunities for younger children to use talk to connect ideas and for older children to organise, sequence and clarify their thinking and ideas.

Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- An inspector completed joint observations with the nursery managers.
- The inspectors held meetings with the managers and the Special Educational Needs Coordinator. They looked at relevant documentation, such as the nursery's self-evaluation and the suitability of staff working in the nursery.
- The inspectors looked at the assessments of children's progress and the planning documentation.
- The inspectors spoke to parents during the inspection and took account of their views.
- The inspectors spoke to members of staff and children at appropriate times during the inspection.

Inspector

Beverley Devlin and Valerie Fane

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Good security systems ensure that only known persons are allowed entry to the setting. All staff are aware of their responsibilities to keep children safe and protect them from abuse or neglect. Robust recruitment and vetting procedures are in place, ensuring staff are safe and suitable to care for children. Staff build strong partnerships with parents and other professionals. They actively engage in working with multiagency teams to provide additional support tailored to the needs of individual children. Regular training opportunities are offered, within the nursery and through external organisations to enhance staff's knowledge and professional development.

Quality of teaching, learning and assessment is good

Staff routinely observe and assess children's development and make good use of the information obtained to promote their individual learning needs. For example, staff provide young children with a variety of media and materials, such as sand, that they can explore and experiment with in a range of ways. This helps to enhance young children's strong exploratory impulses and discovery of the world around them. Staff read stories and encourage children's engagement using props. Children's listening skills are good and consistent routines support their learning well. For example, children quickly sit on the carpet when they hear the gentle sound of the pan-pipe flute and they sing their tidy up song. Rhymes that include mathematical language are sung by children and staff. The management team has a good overview of the progress children make and managers work closely with staff to ensure that no child falls behind.

Personal development, behaviour and welfare are good

Staff create a warm and welcoming environment which is well resourced with a wide range of toys that is accessible for children to choose. Staff treat children with kindness and respect. They are always on hand to offer reassurance and support. Staff ensure children settle well as they gather detailed information about each child's likes, routines and achievements from parents. Staff are good role models. They teach children about the importance of working together, sharing and being kind. Children behave very well and demonstrate great compassion towards their peers. Staff teach children about respect, tolerance and acceptance. Children have regular opportunities to play outdoors, in order to develop their large-muscle skills in the fresh air. For example, young children enjoy climbing on the low-level equipment and children spend time manoeuvring around the space available in wheeled vehicles. Older children's physical skills are challenged as they climb, balance, jump and stretch using the obstacle course.

Outcomes for children are good

Children are inquisitive and motivated learners. They develop well from their starting points and those that require additional help make good progress towards typical stages of development. Children are confident and independent. They learn lots of skills for their move to school. For instance, they learn to concentrate, to listen at group time and to follow instructions and routines for the day.

Setting details

Unique reference number	130521
Local authority	Hertfordshire
Inspection number	1040512
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	95
Number of children on roll	85
Name of registered person	Gilah Nursery School Committee
Registered person unique reference number	RP528847
Date of previous inspection	11 February 2016
Telephone number	0208953 5200

Gilah Nursery School was registered in 1980. The nursery school employs 28 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 or above. One staff member is a qualified speech and language therapist. The provider and one other staff member hold qualified teacher status. The nursery school opens from Monday to Friday during term time only. Sessions are from 7.30am until 6.30pm from Monday to Thursday. On Friday, sessions are from 7.30am until midday. The nursery school supports children who have special educational needs or disability. The setting follows Orthodox Jewish traditions.

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