

Inspection date	1 November 2016
Previous inspection date	27 October 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

- Staff are strong role models to children and create a nurturing environment. They are caring and build trusting relationships with children. Children feel very happy, settled and secure, and benefit from positive interactions with both male and female staff.
- The majority of children are trilingual and communicate confidently in Yiddish, Hebrew and English. Staff effectively support children with additional needs and all children make good progress in their development from their starting points.
- The ambitious manager effectively evaluates staff practice and has made significant improvements to the quality of teaching and learning experiences. She works closely with other early years professionals and identifies areas for further improvement.
- Partnerships with parents and outside agencies are strong. Staff effectively engage parents in their children's learning and share meaningful information to support children's needs. Parents are made welcome and all communication is highly valued.
- Children enjoy a stimulating and well-organised learning environment. Staff provide a wide range of activities which reflects children's interests and Jewish traditions.

It is not yet outstanding because:

- Staff sometimes miss opportunities to challenge children's thinking further during daily routines and activities, to consistently extend their learning to the highest levels.
- Staff sometimes miss opportunities to encourage children to do more things for themselves and take responsibility for simple daily tasks.

What the setting needs to do to improve further

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

- make the most of opportunities to extend children's thinking and learning to the highest levels
- provide children with more opportunities to manage everyday tasks themselves and further develop their early independence.

Inspection activities

- The inspectors observed teaching practices and the impact these had on children's learning.
- The inspectors held discussions with the manager, staff, children and parents.
- The inspectors read some of the setting's documentation including the safeguarding policy and procedures
- The inspectors sampled children's development information and records.
- The inspectors completed joint observations with the manager and held discussions in relation to children's learning and progress.

Inspector

Ben Parsons\Sandra Teacher

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff work well together and have made significant improvements to address weaknesses from the previous inspection. For example, they have greatly increased opportunities for children to hear and speak English during their play. Staff now effectively assess children's communication and language skills in English and the manager closely monitors the progress that all children make in their learning. Overall, the manager provides effective support and guidance to staff, to continue to develop their skills. For example, she regularly observes their practice and offers them relevant training opportunities. Safeguarding is effective. Staff are well trained and are up to date with current legislation. They are thoroughly inducted by the manager and know what to do and who to contact if they are concerned about a child's welfare.

Quality of teaching, learning and assessment is good

Staff know the children well and regularly observe their play. They encourage a variety of learning opportunities based on a different story each week from the Jewish Bible such as 'Noah's Ark'. For example, they encouraged children's imagination to build their own ark with blocks and counted the animals 'two by two'. Children show an enjoyment of literacy and confidently discuss what happens in the story. Staff support children's mathematical skills and understanding of technology very well. For example, children confidently read numbers on magnetic boards and typed them into calculators.

Personal development, behaviour and welfare are good

Children behave very well. They consistently listen to each other and cooperate during activities. They show great consideration and respect for their friends. For example, children work together to build 'London town' with blocks. They excitedly discuss where each block should go and value each other's input. Children have a strong sense of their own identity and community, and also learn about other cultures. Staff effectively build children's self-esteem. For example, they encourage parents to record children's achievements from home, which they celebrate together. Staff provide nutritious meals and talk to children about the benefits of healthy food such as on their teeth and bodies.

Outcomes for children are good

Children are eager and motivated learners and develop good early literacy skills. For example, they recognise letters of importance and pay attention to detail as they draw. Children happily discuss their interests and share their knowledge with others. For example, during lunch children explained that they were eating pasta known as 'lokshen'. Children develop good physical skills and enjoy regular outdoor play. They confidently ride bicycles and balance on toy stilts. Children benefit from the excellent links staff have with the feeder school and they quickly learn the skills needed for their eventual move.

Setting details

Unique reference number	EY314096
Local authority	Hackney
Inspection number	1031668
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	3 - 5
Total number of places	75
Number of children on roll	60
Name of registered person	C.M.A. Community Nursery Ltd
Registered person unique reference number	RP525819
Date of previous inspection	27 October 2015
Telephone number	020 8806 0017

CMA Nursery registered in 2005. It operates in Hackney, London. The nursery is open between 8.45am and 3.15pm on Monday, Tuesday, Wednesday and Thursday, and between 9am and 12pm on Friday. The setting closes on Jewish holidays. The setting employs 21 staff; of whom, 12 hold appropriate early years qualifications at level 3 and four at level 2. The setting receives funding for the provision of free early education for children aged three and four years.

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