

Chigwell and Hainault Synagogue Nursery

Limes Avenue, CHIGWELL, Essex, IG7 5NT



Inspection date

28 February 2017

Previous inspection date

25 October 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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		Good	2
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 variable within the nursery. Not all staff use their knowledge to provide experiences that fully promote children's language and thinking skills. As a result, children do not always make the best possible progress in their learning.
- Planning and assessment is not fully developed to consistently reflect the individual needs of all children attending the nursery and monitor their progress.
- Monitoring procedures are not sufficiently robust to identify and target areas for improvement.

It has the following strengths

- The provider has established robust recruitment procedures to ensure that staff are suitable to work with children.
- Staff provide a varied range of activities in which children are keen to engage. Consequently, children enjoy their time at the nursery.
- Staff are warm and caring. All children form secure attachments with staff who care for them. Young children learn to manage their behaviour and share toys by following the example set by staff.
- Staff establish very positive and trusting relationships with parents. Parents value the support they receive from staff to meet their child's individual needs and to support their learning.

What the setting needs to do to improve further

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

	Due Date
■ ensure that observation, assessment and planning for children is focused on their interests and next steps, so that all children are effectively supported and challenged to make good progress given their age, abilities and starting points	30/04/2017
■ improve teaching strategies, so that staff consistently challenge and extend children's learning to support their language and thinking skills.	30/04/2017

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

- develop rigorous monitoring of practice and enhance processes to monitor the delivery of the educational programmes.

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 spoke with staff and children during 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 and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Clair Stockings

Inspection findings

Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. Staff are suitably trained and have a thorough understanding of the setting's safeguarding policy. They are aware of the designated person within the nursery and know who to make a referral to if they are concerned about a child's welfare or the behaviour of a colleague. This contributes to keeping children safe. The manager monitors staff performance, both informally through working alongside the staff and more formally through annual appraisals, to identify some training needs. However, defined targets for improvement to staff's practice have not yet been established. In addition, procedures to monitor the delivery of the educational programmes, including assessments of children's progress, are not sufficiently rigorous across all areas of their development. Feedback from parents is positive. They describe how their children enjoy their time and are making progress.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Staff do not always make the most of opportunities to interact effectively with all children to develop and extend their language and thinking skills. For example, some questions posed by staff do not encourage children to respond with more detailed answers. Staff recognise that children learn through play and generally support them appropriately so that they make some progress in their learning. The nursery has systems for observing and assessing children's progress. However, observations used to identify children's next steps in learning are infrequent, which means that the tracking of their progress is inconsistent.

Personal development, behaviour and welfare are good

Children receive a warm welcome at this friendly nursery. They play enthusiastically with a range of toys and resources. Children settle well and form strong bonds with staff and their peers. A key-person system is in place to help children build relationships with their special member of staff, to support their emotional needs and be motivated to learn. Children demonstrate a positive approach to learning, supported by the cheerful interactions of the staff team caring for them. For example, staff support children to become independent by encouraging them to manage their coats as they prepare for play outdoors. They learn to share, take turns and play cooperatively. Children's behaviour is good. They listen attentively to instructions and guidance from staff. Staff provide children with nutritious snacks and ensure that they have plenty of opportunities to exercise and play outside.

Outcomes for children require improvement

Children enjoy their time at the nursery. Children are generally motivated to learn and develop some skills in preparation for starting school. However, weaknesses in the teaching and assessment processes mean that children are not fully supported to make good progress, particularly with some aspects of their thinking and language skills.

Setting details

Unique reference number	404660
Local authority	Essex
Inspection number	1059596
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	24
Number of children on roll	28
Name of registered person	United Synagogue
Registered person unique reference number	RP910804
Date of previous inspection	25 October 2012
Telephone number	020 85000215

Chigwell and Hainault Synagogue Nursery was registered in 1992. The nursery employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday during term time only. Sessions are from 9.15am to 12.15pm. In addition, a breakfast club operates from 8.30am to 9.15am and a lunch club operates from 12.15pm to 1.15pm. Additional afternoon sessions operate from 12.15pm to 3.15pm, subject to demand. The nursery provides funded early education for two- and three-year-old children.

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