

# Aim Habonim

51 Rigby Street, SALFORD, M7 4NX



<b>Inspection date</b>	5 January 2017
Previous inspection date	10 June 2013

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

- Leaders are very dedicated and passionate about the quality of provision. They seek the views of parents and staff and have clear plans in place to help build upon this and drive ongoing improvement.
- Children thoroughly enjoy their time spent at the setting and form good attachments with staff. Key persons effectively respond and are attentive to children's and babies' individual needs. For example, they follow familiar care routines for rest and sleep. Regular praise and enthusiastic encouragement help support children's emotional well-being.
- Children, including those who speak English as an additional language or who have special educational needs and disabilities, are very well supported and they make good progress.
- Staff work in partnership with a range of other professionals on a regular basis, including speech and language therapists. Occupational health and physiotherapy sessions take place to help support children's individual needs.
- Children's knowledge and understanding of the world are promoted well. They enjoy the sensory and calming experience they have with a range of animals during supervised activities.

### It is not yet outstanding because:

- At times, some staff do not make the most of adult-led group activities and engage and keep children motivated in learning.
- The arrangements for staff training, monitoring and supervision are not being used effectively to review the impact they have on the quality of teaching and learning.

## What the setting needs to do to improve further

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

- review and improve the organisation of adult-led activities and more effectively engage and motivate children during these times
- build on the arrangements for staff supervision and training and review the impact this has on the quality of teaching and learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery's manager.
- The inspector held a meeting with the nursery's leadership team. She looked at relevant documentation, including the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small group of parents during the inspection and took account of their views.

### Inspector

Nicola Hall

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand the policies and procedures that are in place. They are knowledgeable about the signs and symptoms of abuse. Regular risk assessments are completed to help minimise potential hazards. This includes indoors, outside and when on outings. The manager has high expectations of staff and leads a team of dedicated, caring practitioners. Children are very much at the heart of this ambitious setting. Regular observations and accurate assessments help form detailed plans of support for children. Leaders carefully monitor different groups of children's progress and seek expert advice for specialised support. Parents are regularly updated about their children's development. Information and resources are provided by the setting to help parents continue children's learning at home.

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

The nursery has a high proportion of children who have special educational needs and/or disabilities. Staff get to know children well and understand their capabilities. They provide a good range of opportunities that helps promote all areas of learning. Staff encourage children's exploratory skills. For example, babies enjoy the sensation of different textures during messy play activities. The environment is reviewed regularly to help meet the needs of the children attending. For example, specific areas are enhanced to provide additional sensory experiences with a range of resources. Young children develop an interest in books and language. They enjoy listening to stories about owls and show their understanding as they join in with key words when the story is repeated. Staff effectively help promote language and communication skills. Clear language is used and staff ensure that they are always at children's levels when they interact with them. Young children develop mathematical skills, for example, as they count the number of paper owls. Older children learn about the differences in size and mould dough to fit into shapes.

### Personal development, behaviour and welfare are good

Staff treat children with respect and are good role models. Babies and children are listened to and their views are considered and valued. They understand how to share and take turns. Staff offer regular praise and show pride in children's achievements. They encourage and support the good behaviour of children throughout the day. Staff talk about the importance of eating healthily. Children enjoy eating fruit during snack times. Physical development is promoted well. For example, children enjoy playing outside on the bikes and thoroughly enjoy running around. Images of people from around the world and play resources help children develop an awareness of different cultures.

### Outcomes for children are good

All children are provided with a secure foundation for their future learning and transition to school. They settle well into the nursery and quickly develop confidence in exploring the setting. Children are interested in learning. They smile and enthusiastically clap their hands to music. Children are friendly and enjoy playing with others. They follow instructions well and understand routines. Children are happy and display high levels of self-esteem.

## Setting details

<b>Unique reference number</b>	EY457629
<b>Local authority</b>	Salford
<b>Inspection number</b>	1066584
<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>	0 - 14
<b>Total number of places</b>	80
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	Aim Habonim
<b>Registered person unique reference number</b>	RP904359
<b>Date of previous inspection</b>	10 June 2013
<b>Telephone number</b>	01617050020

Aim Habonim was registered in 2009. It re-registered at new premises in 2012. The nursery employs 24 members of early years childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above, including one with early years professional status and qualified teacher status. The nursery opens during term time only from 9am until 3.30pm, Monday to Thursday and 9am to 1pm on a Friday. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children who have special educational needs and/or disabilities.

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