

Tashbar Creche

Levi House, Bury Old Road, Salford, M7 4QX



Inspection date	21 June 2017
Previous inspection date	21 June 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 management team and staff have worked hard to address areas of weakness since the last inspection through evaluative practice and targeted action planning. Significant improvements have been made and there is a strong drive to make further improvements.
- Staff have a good understanding of the early years foundation stage. They understand children's individual learning needs and plan activities which support children as they develop new skills, overall.
- There is an effective key-person system in place. Children have built strong attachments with staff and are happy and settled. Staff are knowledgeable about the care and learning needs of children in their care.
- Staff are good at supporting children who speak English as an additional language. The majority of the staff team is multi-lingual and offer support to children as they start to develop their communication and language skills.
- Staff are positive role models. They praise children regularly and teach them about sharing resources and taking turns. Children's behaviour is good.

It is not yet outstanding because:

- Occasionally, staff do not fully support children's understanding of counting and how to compare different quantities.
- Staff have not fully developed ways to enhance parent partnerships, to support children's continued learning at home.

What the setting needs to do to improve further

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

- consistently use opportunities to explore children's understanding of counting and comparing quantities
- enhance parent partnerships and provide further opportunities for parents to be involved with continuing their child's learning at home.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities, and assessed the impact this has on children's learning.
- The inspector spoke with staff, parents, staff from the on-site school 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, such as processes for evaluating the provision, children's development records and evidence of the suitability of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Elisia Lee

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of the appropriate authorities to contact if they have any concerns about a child's welfare. The manager has worked hard since the last inspection and has developed regular action plans to ensure improvements have been targeted to improve the service the crèche offers. Staff are supported through regular supervision meetings, observations of teaching and training opportunities. The manager undertakes regular monitoring to constantly improve outcomes for children. For example, she identified that children needed further support in their communication and language so sourced specialist training for staff to develop their skills and knowledge. Children are supported well through times of change. Information about children's learning needs are shared with staff from school. This helps to support children as they prepare for the next stage in their learning.

Quality of teaching, learning and assessment is good

Staff plan activities to support children's next steps in learning. They have a good understanding of children's development needs and evaluate their practice regularly. For example, room layouts have recently been changed so that children have more floor space to play, as staff noticed they enjoy using construction blocks on the floor. Staff sit alongside children as they play, which invites them to learn and explore. Children's communication and language is supported well. For example, staff provide a running commentary for babies, sing familiar rhymes with toddlers and read stories to older children as they request their favourite book. Staff observe children regularly and track their progress so they can identify potential gaps in learning. Overall, good partnerships with parents are in place and information is shared through daily verbal discussion.

Personal development, behaviour and welfare are good

The creche has a friendly and welcoming environment. Children and their families are warmly greeted by staff as they arrive. Staff nurture children's needs well. Children are quickly soothed if they become unsettled or restless. Children listen carefully to staff and enjoy taking part in routines. For example, they join in with tidy-up time and washing their hands for lunch. Children start to understand about healthy lifestyles. For example, they access fresh air in the outdoor area every day and eat a range of healthy snacks. Children gain an understanding of the wider world. For example, they look at photographs from buildings around the world in the construction area and learn about festivals from other cultures, such as Chinese New Year.

Outcomes for children are good

All children progress well from their individual starting points. They are active learners who initiate their own play and make their needs known. They engage well with other children and enjoy making relationships. Children are well prepared for their future learning, including the move on to school.

Setting details

Unique reference number	EY440277
Local authority	Salford
Inspection number	1055417
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	30
Number of children on roll	49
Name of registered person	Tashbar Creche
Registered person unique reference number	RP903090
Date of previous inspection	21 June 2016
Telephone number	01617959598

Tashbar Creche registered in 2012. It is located within an independent Jewish school for boys in Higher Broughton, Salford. The creche is managed by a private individual for Tashbar Academy. It mainly provides care for children aged from birth to three years, whose parents work at the nursery and the school. The creche employs 16 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 or 3. The creche is open on Monday to Friday, during term time from 8.45am to 4pm.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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