

Yocheved Segal Creche

Yesoiday Hatorah School, Sedgley Park Road, Manchester, M25 0JW



Inspection date	18 January 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 whole staff team places a high priority on developing warm, supportive relationships with children, so they feel emotionally secure. Children are settled and happy, and their independence is well fostered.
- Partnerships with parents are very strong. The manager and staff have good relationships with parents and make sure they fully understand how they are supporting their children's learning and how they can be involved.
- All children make good progress in their learning. Staff have a good understanding of how children learn and develop. They plan for their ongoing learning effectively.
- The manager oversees the crèche well. She closely monitors the educational programmes and ensures the experiences provided accurately reflect children's interests and stages of development.
- The management team and staff are motivated, keen and reflective practitioners. They review their practice and areas for development, and use effective action plans to help ensure continuous improvement.

It is not yet outstanding because:

- On occasion, staff do not give children the time they need to think or put their thoughts into words when questions are asked of them.
- Although children have daily opportunities to play outdoors, sometimes there are fewer options for children who choose not to be involved in the organised activities.

What the setting needs to do to improve further

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

- enhance children's thinking skills and give them the time they need to put their own thoughts into words
- increase opportunities for children to make choices about what they play with when they go outdoors.

Inspection activities

- The inspector observed the quality of teaching throughout the inspection and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working within the setting.
- The inspector considered the views of parents in discussions during the day.
- The inspector sampled various documents, including a range of policies and procedures and the provider's self-evaluation evidence.

Inspector

Linda Shore

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff show that they always have children's best interests at heart as they modify the rooms and age groups of children in this rapidly expanding provision. Transitions between these rooms are carefully planned by the manager so that children move with their key person to minimise any disruption to their learning and well-being. Staff supervision and continual professional development is effective. Staff use additional training to support them in providing good-quality teaching and learning. Arrangements for safeguarding are effective. All staff know what to do if they have any concerns about children's welfare. A robust recruitment and induction procedure ensures that staff are skilled and suitable to work with children. The management team effectively monitors children's progress, individually and in groups, and any gaps in learning are quickly addressed.

Quality of teaching, learning and assessment is good

Staff are well qualified and knowledgeable. They use the information they obtain from observations to assess what children can do and to plan for what they need to learn next. Children have good opportunities to develop their imaginations and reinforce their literacy skills. For example, they break off from a planned activity outdoors and staff are quick to adapt as children begin to re-enact a favourite story. Children confidently explore numbers and other mathematical language as they identify the colours of balls and how the tub is nearly empty. They practise their early writing skills, for example, as they make circles and lines in the sand. Staff interact well with children. They listen closely to what children say and fully immerse themselves in their play. Staff expertly extend children's vocabulary and provide new words to help children describe what they see and do.

Personal development, behaviour and welfare are good

Staff encourage children's emotional well-being very well. They are kind, friendly and welcoming and help children feel special. Children are confident and settled in their surroundings. They are happy and motivated to learn as they move through their day. Children's behaviour is very good. Staff have completed behaviour management training and take time to identify why certain behaviours may be happening. Any minor disagreements are managed quickly and fairly. Children of all ages know what to expect during the sessions because staff set clear boundaries and follow familiar routines. Children learn good hygiene routines and know the importance of brushing their teeth every day. Parents provide children's meals and snacks, and staff encourage healthy options.

Outcomes for children are good

All children make good progress from their individual starting points. They develop the skills they need for their next stages of learning and the eventual move to school. They are independent when eating and clearing away, and try to put on their own hats and scarves. Children are supported to manage their own personal needs. They are also confident communicators and work well in small groups.

Setting details

Unique reference number	EY492859
Local authority	Bury
Inspection number	1032146
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 2
Total number of places	54
Number of children on roll	47
Name of registered person	The Jewish Day Primary School
Registered person unique reference number	RP534849
Date of previous inspection	Not applicable
Telephone number	0161 773 6364 ext 140

Yocheved Segal Creche registered in 2015. The crèche employs 22 staff and 18 of these hold qualifications at level 2 and above, including the manager who has early years teacher status. The crèche opens from 8.30am to 4.30pm, Monday to Friday, during term time only. The crèche provides funded early education for two-year-old children.

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