

Bury and Whitefield Jewish Private Nursery

Parr Lane, Bury, Lancashire BL9 8JT



Inspection date	4 October 2018
Previous inspection date	26 July 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of 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

The provision requires improvement. It is not yet good because:

- The current systems for self-evaluation and the effective monitoring and supervision of staff are not fully developed. Managers do not focus sharply on supporting staff to improve their knowledge further.
- Staff do not always make precise assessments of children's individual development and next steps. They do not gather enough information to inform them of any potential gaps in children's learning.
- Although the nursery has a good range of resources, at times, some staff do not make the most of the opportunities to engage children and extend their learning.
- Staff do not have a thorough understanding of how to consistently support older children's communication and language development effectively to help them make age-expected progress.

It has the following strengths

- Staff follow babies' individual routines consistently. They are caring and attentive to babies' needs. This helps the youngest children to feel emotionally secure and settled.
- Staff manage children's behaviour in an appropriate way. Children share resources, take turns and generally play well alongside each other.
- The manager understands her responsibility to promote children's welfare. Staff have a good knowledge of safeguarding legislation. They effectively implement the nursery's policies and procedures and ensure the environment is clean, safe and secure.

What the setting needs to do to improve further

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

	Due date
improve the monitoring of staff practice to identify and address any weaknesses and use effective supervision to raise the quality of teaching	01/11/2018
improve the use of observation and assessment to effectively monitor children's progress more accurately, identify any gaps in their development and plan precisely for their next steps in learning	01/11/2018
improve the quality of staff's interactions with children to provide high-quality learning experiences which are consistently engaging and challenging, and make the most of opportunities to extend children's language skills further.	01/11/2018

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

- strengthen the self-evaluation process to accurately addresses all weaknesses in practice and further improve outcomes for children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on the children's learning.
- The inspector completed a joint observation of an activity with the nursery manager.
- The inspector looked at relevant documentation, records and policies. She checked evidence of the suitability of staff working at the nursery.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector sampled children's records, including their observation and assessment documents.

Inspector

Maryam Chauhan

Inspection findings

Effectiveness of leadership and management requires improvement

Parents speak positively about the management and staff, and comment that their children enjoy coming to nursery. Safeguarding is effective. Staff have a suitable knowledge about how to identify and respond appropriately to the possible signs and symptoms of child abuse. They have all completed child protection training and understand the procedures to follow if they are concerned about a child's welfare. Managers use effective vetting to recruit new staff. This helps to keep children safe. Managers do not implement monitoring and supervision systems effectively to help continually improve the quality of staff's teaching. They have not identified that staff do not consistently make precise assessments of children's abilities or plan children's next steps in learning accurately.

Quality of teaching, learning and assessment requires improvement

Although staff are qualified, the quality of teaching and their interactions to support, challenge and extend children's learning are not strong. Children's own interests are sometimes overshadowed by staff focusing on the completion of a given activity. For example, during a singing activity, the children became very interested in a loud truck outside in the nursery grounds. However, the staff were more focused on encouraging the children to take objects out of a bag and name them. Most-able children do not benefit from the greatest challenges in their learning. Nevertheless, staff generally provide children with opportunities that promote different areas of their learning. For example, in the pre-school room, children are engaged in role play and dress up as doctors. This supports children's imaginations as they use a stethoscope to check their each other's heartbeat.

Personal development, behaviour and welfare are good

Staff manage any unavoidable accidents or injuries well. They efficiently record the details of what happened and keep parents well informed. Staff provide children with nutritious snacks and meals and talk to them about the benefits of eating well. They ensure children adopt good hygiene routines, such as regular handwashing. Staff also encourage physical exercise well. For example, children climb in and out of large tyres and learn how to complete an obstacle course. This helps to develop their coordination and skills, as they move in different ways. Staff support children's understanding of the world effectively. For example, they teach children about living things and the children become excited about the ladybird in the garden.

Outcomes for children require improvement

Due to weaknesses in teaching and the accuracy in how staff assess children's learning, not all children make the progress of which they are capable. Staff do not consistently challenge children and extend their learning, particularly with regard to their communication and language development. For example, when older children were playing with cars, staff simply asked, 'Is that a car?', and did not find ways to extend their learning. However, children develop some skills for the move to school. For example, they competently group and sort bricks by colour onto matching colour cards.

Setting details

Unique reference number	316754
Local authority	Bury
Inspection number	10072840
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 3
Total number of places	56
Number of children on roll	31
Name of registered person	Bury and Whitefield Jewish Nursery Governing Body
Registered person unique reference number	RP904103
Date of previous inspection	26 July 2016
Telephone number	0161 767 9390 and 0161 766 2888 (office)

Bury and Whitefield Jewish Private Nursery opened in 1987. It is organised and managed by the governing body of Bury and Whitefield Jewish Nursery School. There are 10 members of staff employed who work directly with children. Of these, one has an appropriate early years qualification at level 4, and seven staff hold an appropriate early years qualification at level 3. The nursery is open Monday to Thursday from 8am to 6pm, and Friday, from 8am to 4pm all year round, with the exception of bank holidays and Jewish holidays.

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