

# Menorah High Creche

Menorah High School for Girls, 23 Dollis Hill Estate, Brook Road, LONDON  
NW2 7BZ



<b>Inspection date</b>	27 November 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> <b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable

Effectiveness of 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

- Staff praise children and help them to build their confidence as they learn new skills. Children settle in readily and make friends to play with. They develop a good sense of belonging and self-worth. Children's behaviour is good.
- Managers and staff check the progress that children make. When identifying any gaps in children's development, they intervene quickly to offer extra support to help children catch up in their learning. Children make good progress in relation to their individual starting points. They are well prepared for the next stages in their learning, including their move on to school.
- Children enjoy taking part in imaginative play, such as dressing up baby dolls with winter clothes. They know that they need to wear their own coats and hats before they go outside to play.
- Staff liaise with other providers and outside professionals to help ensure good continuity and progression in children's learning.
- Managers consistently evaluate and monitor the quality of the provision to help ensure that children learn well and staff meet children's care and learning needs effectively.
- At times, some staff do not provide enough challenges to fully extend children's mathematical skills and ability to solve problems.
- Although staff help children to learn about their own identity, they do not always provide enough experiences to further support children's understanding of the world around them, particularly in relation to different people and communities.

## What the setting needs to do to improve further

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

- offer higher levels of challenge to help children to develop their mathematical skills and understanding of how to solve problems
- increase the range of opportunities to broaden children's understanding of the different people and cultures around them.

### Inspection activities

- The inspector observed activities in all parts of the nursery, including the outdoors.
- The inspector spoke to some members of staff and children at appropriate times during the inspection, and held meetings with the management team.
- The inspector carried out joint observations with the manager.
- The inspector took account of the views of parents spoken to during the inspection and reviewed parents' written comments and suggestions.
- The inspector looked at children's records and the nursery's policies and procedures, including those relating to the suitability of staff.

### Inspector

Fatiha Maitland

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The provider undertakes the required vetting checks on all staff to assess their suitability to work with the children. Staff have clear understanding of procedures to follow if they have any concerns about the welfare of a child in their care. Managers support staff well, observe their practice and give them constructive feedback to help improve the quality of their teaching. Staff attend courses and work well with colleagues to support children's learning. They establish effective partnerships with parents and keep them well informed about their children's progress. Managers and staff consider the views and comments of parents and others to provide a good service.

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

Staff gather relevant information from parents, such as during settling-in visits and through their ongoing observations of children's play. They use this information to assess children's learning and to plan for their next steps in learning. Staff interact well with children and encourage them to try new activities. Children are excited to join in. For example, they use collage resources to create imaginative pictures. They experiment with cooking utensils, such as sieves and colanders. Children try to find out how they can thread role-play feathers through the holes. Staff introduce children to songs. Children enjoy new rhymes and learn words. They keenly play with musical instruments, listen to the sounds they make and dance happily to music.

### Personal development, behaviour and welfare are good

Children are happy, and settle well in this warm and friendly setting. Staff encourage children to behave in positive ways and support their social and emotional skills to good effect. Children learn to share toys and take turns. They listen attentively and respect the feelings of others. Staff help children to adopt healthy lifestyles. For example, children know that fruit and milk are good for them. They enjoy outdoor play and access fun activities to keep them motivated. For example, young children love to climb on the apparatus and slide down carefully. Older children eagerly ride bicycles and scooters, and learn to manoeuvre toy pushchairs safely. Children learn to manage their own personal care and hygiene, and help to tidy up resources after their play. Staff conduct daily checks on the premises and resources to help children to remain safe.

### Outcomes for children are good

Children make good progress and any gaps in their learning are closing. Young children become used to routines and learn to play safely. Older children enjoy reading books and comment on their favourite pictures and events. They recognise their names in print and use different tools to develop their early writing skills. Children understand that plants need compost and water to grow and to develop.

## Setting details

<b>Unique reference number</b>	EY547673
<b>Local authority</b>	Brent
<b>Inspection number</b>	10086041
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	1 - 3
<b>Total number of places</b>	18
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Menorah High School For Girls Foundation Trust
<b>Registered person unique reference number</b>	RP547672
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02082080500

Menorah High Creche re-registered in 2017. It operates within the Menorah High School for Girls. The nursery is open each weekday from 8.30am to 4.30pm and operates during school term time only. There are six staff, of whom three hold relevant qualifications at level 3.

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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