

Fayge Sufrin Kindergarten

Bnos Yisroel School, Leicester Road, Salford, Lancashire M7 4DA



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| Inspection date | 15 January 2019 |
| Previous inspection date | 21 October 2015 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---------------------------------------------------------------|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| 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 plan a broad range of exciting activities. They know the children very well and follow their interests. Children are eager to learn and are thoroughly engaged in their play.
- Children are exceptionally well settled and have developed extremely secure emotional attachments to their key person. Babies have their needs met well and older children quickly gain confidence.
- Children behave well. Staff act as good role models to children through their kind and caring approach. They teach children to respect each other and how to take turns as they play and talk to each other.
- Parents are complimentary about the quality of their children's experiences and progress. Staff exchange information with them about children's achievements. This helps to foster a shared approach to children's learning and care.
- Managers supervise and guide the staff team effectively to achieve good standards in the quality of children's learning and care. Staff benefit from frequent opportunities to strengthen their knowledge and skills.
- On occasions, staff do not make the most of opportunities to challenge and extend children's learning, to help them make the best possible progress.
- Staff do not always provide babies with access to a range of sensory experiences and resources to explore and investigate.

What the setting needs to do to improve further

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

- provide the best possible levels of challenge for children and extend their thinking at every opportunity
- provide more opportunities for babies to explore and investigate using their senses.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector observed an activity with senior leaders and assessed how they evaluate staff's practice.
- The inspector held discussions with the provider, manager and staff at appropriate times.
- The inspector looked at a range of other documentation, including children's records, planning and evidence of the suitability of staff working in the setting.
- The inspector took account of the views of parents.

Inspector

Sharon Hennam-Dale

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have an up-to-date knowledge of safeguarding matters. They know the procedures to follow and the agencies to contact should they need to refer a child protection issue. Leaders' robust recruitment procedures and clear, comprehensive induction programs help ensure that all staff understand their roles and responsibilities. The manager observes staff as they interact and play with children and has regular supervision meetings with them. Leaders and managers are committed to continuous improvements and actively seek the views of parents. Staff have made significant changes to the outdoor provision since the last inspection. Leaders' monitoring of children's progress ensures that all children make good progress in line with their age related expectations. Staff work collaboratively with other professionals to understand and plan how to best meet children's needs, particularly when they need additional support.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff use accurate observations of children's learning during play to identify next steps and plan for children's continued development. Staff develop children's interest in books from a young age. For example, they read books to children and ask a range of questions using story props which help to support their learning effectively. Children enjoy expressing themselves through creative activities, such as drawing and painting. They engage in imaginary play using different toys and enjoy making marks with chalk outside, as part of developing their early writing skills. Staff in the baby room follow the children's interests. Babies have plenty of space to practise crawling or walking and are keen to explore the environment.

Personal development, behaviour and welfare are good

Staff offer a welcoming and nurturing learning environment. Babies follow their home routines which helps them to feel safe and settled. The staff team use praise effectively. They value children's efforts and celebrate their achievements. Older children are supported well to understand the importance of a healthy lifestyle and being active. For instance, children have significant opportunities to play in the well-planned and resourced outdoor play area. Children are visited by members of the local community, such as police officers and members of the fire service. This helps them to develop an understanding of people who serve the local community.

Outcomes for children are good

Children show high levels of independence and self-confidence in their own abilities. Very young children learn to feed themselves independently and older children follow good hygiene routines. Staff provide many opportunities for children to take part in activities that encourage their speaking and listening skills. Older children listen well, follow instructions and communicate confidently with adults. Children learn to count and use mathematical language, such as big and small. All children make good progress from their individual starting points. Children are well prepared for their next stage in learning and, later, their move on to school.

Setting details

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|--------------------------------------------------|--------------------------------------------|
| Unique reference number | 511447 |
| Local authority | Salford |
| Inspection number | 10065673 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children | 0 - 3 |
| Total number of places | 38 |
| Number of children on roll | 52 |
| Name of registered person | The Governors of Fayge Sufrin Kindergarten |
| Registered person unique reference number | RP528404 |
| Date of previous inspection | 21 October 2015 |
| Telephone number | 0161 792 3896 |

Fayge Sufrin Kindergarten was registered in 2001. It operates from 8.30am to 4.30pm on Mondays to Thursdays and on Friday mornings and Sunday mornings from 8.30am to 1pm, during the school term. There are 17 staff employed to work with the children, of these, six hold appropriate early years qualifications at level 3 or above.

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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