

# Bury and Whitefield Jewish Private Nursery

Parr Lane, Bury, Lancashire BL9 8JT



<b>Inspection date</b>	10 July 2019
Previous inspection date	4 October 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
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

- The manager and staff have been proactive in addressing all prior weaknesses. There is a new board of governors in place who share the same vision for the nursery. Staff have identified areas for development. For example, they have identified resources they wish to obtain to enrich children's learning further.
- Staff understand children's individual care and learning needs well. There is an effective key-person system in place which means that children receive consistent care from one member of staff. Children are settled and happy and have built close attachments to staff.
- Meaningful partnerships are in place with other professionals. The manager has worked closely with local authority advisers to develop the provision. Staff attend moderation meetings with teachers from the on-site school to ensure that assessment is consistent. This means teachers are informed of children's needs.
- Staff work closely with parents to support children's individual needs. For example, when supporting children's self-care and independence skills. Parents contribute to systems of assessment and share children's achievements from home.
- Parents are very complimentary about the nursery. They comment that they like the small 'family feel' of the nursery and say that 'staff are very nurturing'.
- Learning opportunities in the outdoor area are not as well established as those in the indoor environment.
- Staff do not consistently provide opportunities for children to consider different questions and use their thinking skills.

## What the setting needs to do to improve further

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

- provide a wider range of learning opportunities in the outdoor area, in order to extend children's interests during play
- provide opportunities for children to consider problems and use their thinking skills, in order to maximise their learning.

### 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 children, parents, staff, the management team, two governors and a local authority adviser during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at documentation, such as children's development records, a sample of policies and procedures, systems of assessment and processes for supporting and monitoring staff performance.
- The inspector spoke to a number of parents during the inspection to take account of their views.

### Inspector

Elisia Lee

## Inspection findings

### Effectiveness of leadership and management is good

The manager and staff have worked hard to address all previous areas of weakness. The new assessment process enables staff to have a better understanding of children's individual learning needs. Safeguarding is effective. Staff adopt effective safeguarding practices. For example, they agree a shared password with parents, for times when other adults in the family are collecting children. Staff are supported well through induction procedures, staff meetings and supervision meetings. The manager completes teaching observations and gives clear feedback to staff so they can develop their practice. Staff attend targeted training. For example, they have recently attended training on the different ways that children engage in play. This has had a positive impact on children, as staff are reflecting on the planned learning opportunities they offer.

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

Staff observe children as they play to understand their individual interests and identify their next steps in learning. They use this information to plan a range of interesting activities which engage children in learning. For example, toddlers develop their physical skills as they use scoops to make ice creams with foam. Staff are deployed well and are responsive to children's needs. For example, children build models using construction blocks and then request to extend this activity in the sand area. Staff promote mathematics well throughout the nursery. For example, younger children enjoy counting items hidden in sand, while older children use different containers in a water tray as they explore the concept of capacity. The manager assesses and monitors children's progress to identify gaps in their learning. Children make good progress in their learning and development.

### Personal development, behaviour and welfare are good

The nursery is a warm and welcoming environment. Staff nurture children's needs well. For example, they support young children to balance as they take their first steps and talk softly to them during nappy changes. Staff are positive role models for children. They remind children to use good manners and support them to understand the concepts of turn taking and sharing. Children listen carefully to staff and their behaviour is good. Children have opportunities to develop their independence skills. For example, staff encourage them to use cutlery as they eat lunch and put their coats on for outdoor play. Staff promote healthy lifestyles. For example, children attend weekly music and movement sessions. This supports their physical skills. Children take part in charity days and explore festivals from other cultures. This helps them to understand about the wider world.

### Outcomes for children are good

Children make good progress from their initial starting points. They engage with resources and demonstrate that they are enthusiastic learners. Children are learning to consider the needs of others and negotiate in their own play. They are able to express their needs and build relationships with their peers. Staff support children to build the skills they will need for future learning, including the move to school.

## Setting details

<b>Unique reference number</b>	316754
<b>Local authority</b>	Bury
<b>Inspection number</b>	10081637
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	56
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Bury and Whitefield Jewish Nursery Governing Body
<b>Registered person unique reference number</b>	RP904103
<b>Date of previous inspection</b>	4 October 2018
<b>Telephone number</b>	0161 767 9390 and 0161 766 2888 (office)

Bury and Whitefield Jewish Private Nursery registered in 1987 and is managed by the governing body of Bury and Whitefield Jewish Nursery School. There are nine members of staff employed who work directly with children. Of these, one has an appropriate early years qualification at level 4, and eight hold level 3. The nursery is open Monday to Thursday from 8am to 6pm, and on Friday from 8am to 3.30pm, all year round, with the exception of bank holidays and Jewish holidays.

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