

Gilah Nursery School

The Synagogue, Croxdale Road, Borehamwood, Hertfordshire WD6 4QA



Inspection date	2 July 2019
Previous inspection date	28 September 2016

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Staff help children, including those with special educational needs and/or disabilities (SEND), to make rapid and continuous progress in their learning during their time at nursery. Managers carefully analyse children's progress to identify any gaps in teaching and learning as early as possible. Well-trained staff provide focused support to ensure that delays in learning are significantly reduced.
- Staff take every step to support children to manage their own behaviour and learn exceptional self-control. Staff thoroughly support children to solve minor disputes, modelling calm and positive behaviour. Children learn to have the utmost respect for each other. Older children invite their friends into their play, listening carefully to their ideas.
- Children explore music and movement in all areas of the nursery to support their creative skills. Staff encourage exceptional language skills through lively conversation and games that help children listen to and recognise sounds. Staff use books in imaginative ways to help children immerse themselves in the wonder of the story, such as using props to bring the story to life.
- Leaders and managers have an extremely clear vision for the future of the setting and put innovative ideas into practice to achieve outstanding outcomes for children. They place a strong emphasis on the views of children, staff and parents to make sure that the nursery continues to meet their needs at all times.
- Children develop extremely strong independence skills. Staff provide children with many opportunities to learn patience and determination. They master skills such as balancing on logs, transporting construction blocks across the setting and building complex structures.
- Staff have undertaken much professional development, including individual and whole-group training. This has strengthened their skills in promoting the concentration and engagement of all children.
- Staff thoroughly understand how to promote children's safety. For example, they minimise risks to children and manage any accidents they may have.

What the setting needs to do to improve further

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

- continue following the development plan for the enticing outdoor area to further support children to explore the broadest possible range of resources when they play outside.

Inspection activities

- The inspector observed the activities indoors and outdoors and the interactions between staff and children.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector held a meeting with the provider and manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector carried out two joint observations of practice with the manager of the setting, to assess how the quality of teaching is monitored and improved.

Inspector

Naomi Brown

Inspection findings

Effectiveness of leadership and management is outstanding

The manager is thoroughly supported by the management committee. She is able to demonstrate how she encourages exceptional teaching practice across her staff team. Safeguarding is effective. All staff place the highest priority on the safety of children and are thoroughly aware of how to identify and refer concerns about children. Children benefit from an extremely stable staff team that thoroughly understands its roles and responsibilities. The manager spends lots of time in each room demonstrating high-quality teaching to staff and monitoring activities. This enables her to identify and tackle any areas of weaker practice, for example swiftly improving children's access to simple technology to help develop their skills for future learning. She plans to continue to develop children's access to resources in the outside spaces.

Quality of teaching, learning and assessment is outstanding

From the moment that children start at the setting, staff explore and understand their learning needs. This helps staff provide a responsive and exciting programme of activities and experiences. All children make swift progress in all areas of learning. Staff thoroughly help children to solve problems and do many things for themselves. For example, children can use screwdrivers, hammers and nails safely and do so with extreme confidence and concentration. The quality of teaching is exceptionally strong. Staff take every opportunity to extend and challenge children's learning. For example, they discuss how taking a bite from a rice cake changes its shape from a 'full moon' to a 'crescent moon.' They extend the conversation further as they predict what shape they will make with another bite.

Personal development, behaviour and welfare are outstanding

Children are extremely aware of how to keep themselves safe and demonstrate a high regard for recognising risks around them. For example, they know they can only use screwdrivers and hammers if they wear the right safety equipment and are supported by adults who wear the equipment too. The environment fully encourages children's independence. For example, numbered cards on tables tell children how many can take part in an activity. Children respectfully negotiate with their friends who will have the next turn. Staff allow children to have big voices. They equip all children with extraordinary confidence to share their ideas and thoughts. Staff enable children to explore communities beyond their own. Activities such as play sessions with older people ensure that children learn about lives that are different from their own, giving them the breadth of experience to help them become highly respectful of different ways of life.

Outcomes for children are outstanding

Children rapidly develop extremely secure skills that will support them as they move on in their learning, including at school. Children thoroughly enjoy exploring the world around them and are very curious and enthusiastic learners. They develop very secure physical skills as they balance and climb indoors and outdoors. Children are extremely capable speakers and listeners. They learn from a very early age to hold lively conversations, showing great awareness of the needs of their audience. They are exceptionally well prepared for school.

Setting details

Unique reference number	130521
Local authority	Hertfordshire
Inspection number	10112782
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 5
Total number of places	95
Number of children on roll	95
Name of registered person	Gilah Nursery School Committee
Registered person unique reference number	RP528847
Date of previous inspection	28 September 2016
Telephone number	020 8953 5200

Gilah Nursery School registered in 1980. The nursery school employs 21 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3 or above. The nursery school opens from Monday to Friday during term time only. Sessions are from 7.30am until 6pm from Monday to Thursday. On Friday, sessions are from 7.30am until midday. The nursery school supports children with SEND. The setting follows Orthodox Jewish traditions.

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