

# Inspection of Torah Montessori Nursery

31 New Church Road, Hove, East Sussex BN3 4AD

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Inspection date: 12 September 2019

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

The nursery provides a welcoming and inviting environment for children to learn in. Staff provide interesting resources and interact effectively with children during their play to help them make good progress from their starting points. Children are motivated and eager to learn. For example, they delight in completing a colour matching activity. Children engage for periods of time, demonstrating good focus as they carry out planned activities. For example, they enjoy developing their small-movement skills as they use a scoop to transfer balls from a bowl to a segmented dish.

Children form good friendships with other children and demonstrate that they are happy and settled. Staff build on children's learning, planning interesting activities that support what children need to do next. Children learn about the wider community. The manager organises trips for them to go on. For example, they visit the beach and a local residential care home where they dance and socialise with the residents. Children form strong attachments with staff. For example, they ask for help and happily enjoy a cuddle to seek comfort.

Children's behaviour is excellent. They follow clear boundaries and have respect for the environment and for each other. Staff are excellent role models and value children's beliefs and opinions. Children listen to each other as they take it in turns to talk about their Jewish traditions. This supports children to be kind and courteous. Staff promote wonderful values, combined with a strong Jewish ethos.

## **What does the early years setting do well and what does it need to do better?**

- The manager evaluates the quality of the provision and demonstrates a strong commitment to developing the nursery. For instance, she speaks of how she is seeking forest school training to implement greater outdoor learning into the curriculum.
- Staff provide good opportunities for children to develop their physical skills in the fresh air. Children learn to take safe risks and assess levels of safety for themselves. For example, they smile as they search for natural items to put into a bucket, negotiate space as they scoot along on tricycles, and explore the hoops to see how they roll along the floor.
- The manager is passionate about parent partnerships. Parents talk of the 'wonderful, peaceful space' where the children can 'focus their thoughts and ideas'. Staff get to know the children and their families very well. Parents are kept well informed about their children's progress through an online reporting system. This allows parents to support their children at home and contribute to what staff know about their children's development.
- Staff use their observation skills well to plan specific learning experiences for

children and help them make continuous progress. They play alongside the children to model and shape learning. However, staff do not always follow and respond to children's emerging interests to extend each child's thinking and learning even further.

- Staff offer good narratives during children's play and ask questions to enable children to make links in their learning. However, they do not consistently offer children opportunities to think critically and solve problems for themselves, meaning learning is not always maximised.
- Mealtimes are social occasions where children learn good manners and enjoy the time they spend with each other. However, staff do not consistently support children to manage tasks for themselves, to help develop their independence and self-help skills further.
- The manager works well with outside professionals to offer support to those children who need additional help in their care and learning. They quickly identify children who speak English as an additional language. Staff use effective interventions to enable them to make good progress from their starting points.
- The manager seeks the views of parents through questionnaires, acting on what they say. For instance, she has introduced an online messaging service to aid communication between the nursery and parents.
- Staff have high expectations for all children. Children are well prepared for their next stage of learning. For instance, older children learn the sounds that letters represent, use a tripod grip to write recognisable letters and apply their knowledge of numbers to their play. Younger children enjoy counting and developing their imaginations in the home corner.
- Staff promote children's communication and language development well, for instance, through singing songs, reading stories and offering opportunities for children to discuss their opinions.
- The manager ensures children are offered nutritious snacks and meals. Staff support children to understand the benefits of healthy food choices. For instance, staff talk about why milk is good for bones.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are confident of their roles and responsibilities to protect children's welfare and to keep children safe from harm. They know the signs of abuse and how to report any concerns. The manager and staff ensure that their knowledge is up to date by completing local safeguarding training. They understand current legislation and guidance, such as the 'Prevent' duty guidance. The manager has secure processes in place to check on staff's suitability. She carries out thorough checks to ensure only those adults suitable to work with children do so.

## What does the setting need to do to improve?

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

- enhance further the way staff respond to children's emerging interests, to enable children to be more spontaneous in their play and extend their learning
- build on opportunities for children to carry out daily tasks for themselves and increase their independence skills, to raise the good quality of teaching to the highest level
- raise the quality of staff's questioning techniques further to help develop children's ability to think critically and solve problems, particularly for more-able children.

## Setting details

<b>Unique reference number</b>	EY366969
<b>Local authority</b>	Brighton and Hove
<b>Inspection number</b>	10108676
<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>	2 to 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	Torah Academy Limited
<b>Registered person unique reference number</b>	RP527582
<b>Telephone number</b>	01273 328 675
<b>Date of previous inspection</b>	18 September 2014

## Information about this early years setting

Torah Montessori Nursery registered in 2008 and is located in Hove, East Sussex. The nursery is open from 8.45am to 3.15pm on Tuesday, Wednesday and Thursday, and from 8.45am to 1pm on Friday, during term time only. The nursery receives funding to provide free early education for children aged two, three and four years. There are three staff who work directly with the children. Of these, one holds an appropriate early years qualification at level 3 and one member of staff holds early years professional status.

## Information about this inspection

### Inspector

Adam Hawes

## 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 held discussions with the manager, staff and parents.
- The inspector reviewed relevant documentation, staff's qualifications and policies used by the nursery.
- The inspector observed a range of activities and completed a joint observation with the manager.
- The inspector and the manager completed a learning walk to understand how the early years provision and curriculum are organised.

We carried out this inspection 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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