

Inspection of Torah Tots Integrated Nursery

Manchester Jewish Community Centre, Jubilee School, Salford M7 4QY

Inspection date: 19 September 2019

Overall effectiveness	Inadequate
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The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Staff do not have sufficient knowledge of how young children learn. This means that children do not benefit from effective, individualised learning. Staff do not consistently know the individual stages of development for their key children. This means that planned activities do not have a meaningful impact on children's progression. The manager has identified this weak practice, but has not yet implemented new procedures aimed at raising the quality of the curriculum.

While staff are warm and welcoming, the quality of teaching is inconsistent. Staff fail to recognise when children are disengaged and at times this leads to a chaotic and disorderly environment. Children's safety is compromised during these occasions, due to ineffective supervision and a lack of boundaries for children during free play.

The manager does not implement the safeguarding policy effectively, which leaves children vulnerable. For example, staff have access to their personal mobile phones while caring for children. Furthermore, the manager has not identified gaps in staff safeguarding knowledge. Staff do not understand the correct procedures to follow with regard to child protection or if they have an allegation against another member of staff.

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

- The manager has not implemented an effective curriculum. This means children do not experience meaningful teaching across the seven areas of learning. The quality of teaching and assessment is inconsistent throughout the nursery. As a result, children are not learning the essential skills that prepare them for future learning, including the transition to primary school. The manager has identified this weakness through self-evaluation and has started the process of re-designing the curriculum and assessment processes. However, this has not yet been implemented fully. Children's progress in mathematics, literacy, understanding of the world and expressive arts and design is not sufficient.
- Children develop their large-muscle skills using large soft-play equipment and toy vehicles during free play. However, staff do not supervise and engage children effectively during these times, which leads to a disorderly and ineffective learning environment. Staff fail to recognise when the environment becomes chaotic. This compromises children's safety as young children are not adequately shielded from the boisterous play of older children.
- Staff enjoy genuine, warm bonds with children. They affectionately sing songs while changing nappies, and socialise with children during mealtimes. However, some staff have not had the opportunity to learn children's levels of development when they move to new rooms within the nursery. This means

children are not experiencing teaching that supports their individual next steps in learning. This hinders children's opportunities to reach their current development goals.

- Parents value the manager and staff. They speak highly of the experiences they have and feel involved in the manager's self-evaluation. Parents cherish that their views are sought and listened to. For example, when parents offer possible improvements, they are pleased to find their suggestions are swiftly implemented, for example replacing solid doors to include small windows. The manager is passionate about considering the needs of parents; in this case, allowing parents to watch their child settle in when they have been dropped off.
- The manager and staff work effectively with other professionals. They engage well with outside agencies, such as speech and language therapists. For instance, staff and outside professionals use a communal diary to document strategies, progress and comments. This team approach promotes consistent teaching for individual children. Therefore, children who are delayed in their communication and language make progress and begin to catch up with their peers.
- Some senior staff do not fully understand their roles and responsibilities. For example, the deputy designated safeguarding officer does not have sufficient safeguarding knowledge to guide and support other staff. Therefore, when the manager is not available, staff do not have a confident senior advisor to respond swiftly to safeguarding concerns.

Safeguarding

The arrangements for safeguarding are not effective.

The manager fails to implement aspects of the safeguarding policy, which places children at risk of harm. For example, staff members' personal mobile phones are not securely stored away from children and this weakness has gone unnoticed. Staff are aware of the signs that may indicate that a child is being abused and understand how to report these concerns. However, staff are not aware of how to report allegations against other staff members or managers. The manager does not identify gaps in staff members' safeguarding knowledge effectively, including senior staff who hold higher level safeguarding roles. The manager implements suitable safer recruitment procedures for all staff, which minimises the risk of harm to children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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ensure all staff promote children's learning and development through quality interactions, in order to avoid a lack of engagement that leads to a disorderly environment	10/10/2019
ensure that all staff have a suitable awareness and understanding of child protection procedures, in order to effectively safeguard children	10/10/2019
implement effective systems to observe, assess and plan for children's ongoing development, in order to support their next stage in learning and help them to make progress and gain the skills needed in preparation for school	10/10/2019
ensure that the all senior safeguarding staff have sufficient knowledge and understanding to fulfil the role and provide support, advice and guidance to any other staff	10/10/2019
ensure managers and staff understand and implement policies and procedures, in order to promote child protection and effective safeguarding.	03/10/2019

Setting details

Unique reference number	EY465167
Local authority	Manchester
Inspection number	10092223
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	1 to 4
Total number of places	27
Number of children on roll	35
Name of registered person	Manchester Jewish School For Special Education
Registered person unique reference number	RP532776
Telephone number	0161 7952253
Date of previous inspection	6 December 2017

Information about this early years setting

Torah Tots Integrated Nursery re-registered in 2013. The nursery opens Monday to Thursday from 9am until 3pm, and from 9am to 12.30pm on a Friday, during term time only. It employs 17 members of childcare staff, 13 of whom hold appropriate early years qualifications at level 2 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shauneen Wainwright

Inspection activities

- The manager and the inspector discussed the curriculum and the quality of teaching during a 'learning walk'.
- Parents shared their feedback and experiences of the setting with the inspector.
- The inspector held leadership and management discussion with the manager and other senior staff members.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning and progression.

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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