

Inspection of Habonim Nursery

11 Upper Park Road, Salford, Lancashire M7 4HY

Inspection date: 20 December 2019

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Staff and the management team are committed to providing children with experiences which will support their future successes. For instance, they organise trips which help children to immerse themselves in cultures, lifestyles and traditions outside of their own personal experiences. Children recount these trips with excited enthusiasm for weeks after they have happened, showing the impact they have had. For example, children visit a traditional Indian sweet shop to watch celebratory desserts and sweets being made. They learn about the significance of these treats and explore the festival of Diwali. Parents appreciate this and recognise that the setting provides children with knowledge and experiences they have never encountered before.

Children demonstrate unapologetic enthusiasm for learning and discovery. They are curious, quizzical and eager. They intently work through any difficulties, not giving up until they achieve their desired end result. For example, all children freely access all creative tools and materials. They decide independently what to create without any adult guidance. Children recognise when their creations are not appearing quite as they have intended and change their tactics without feeling upset. For instance, they draw guidance lines on paper to ensure that when they cut with scissors, they follow the desired path. As a result of this impressive resilience, children are immensely proud of their creations.

The warm, dedicated and knowledgeable staff work extremely hard to build meaningful relationships with every child. They naturally delve into children's lives to find what is important to them and use this information to enhance their learning and development. As a result, key-person relationships are positive, informed and uniquely beneficial for every child.

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

- Children behave exceptionally well, showing concern, consideration and respect for both their peers and adults. For example, when their peers fall over, children immediately check they are all right and stop what they are doing to help them up, even if they are unhurt. They show maturity beyond their years as they put the needs of their friends first and demonstrate kind, selfless behaviour.
- The management team supports children who speak English as an additional language supremely well. Each child is provided with an individual photographic timeline which is personalised to them, for instance using photographs of family members, children's own clothes and their comfort toys. As a result of this individualised approach, staff have observed a substantial reduction in children's frustration and upset, as they can now communicate their needs effectively. This has also hugely promoted children's communication and language development.

- Parents comment that the management team and staff are devoted to making their children 'feel important, loved and wanted'. They value this immensely. Parents feel extremely included in their children's development and are provided with guidance to support their next steps in learning at home. Therefore, children experience consistent, tailored learning both at the setting and at home.
- The quality of teaching is consistently excellent. Children's early literacy skills are particularly expertly supported. Children beam with delight, giggle and are completely transfixed during story time. Staff use intonation, rhyme and tone to make everyday traditional stories spring to life. Children are amazed as staff use puppets to act out scenes from stories. They immediately request 'another story please', showing they are developing a real love for literature. This is particularly evident as children independently recreate stories outdoors during their 'child-initiated' playtime. They search for beloved characters in the bushes, or create them using sticks and stones. Children enthusiastically chant lines from books and place themselves within stories by acting out scenes while jumping in muddy puddles.
- Staff are unwaveringly passionate, especially with regards to preparing children for their transitions. Pre-school staff, for instance, are committed to providing children with the emotional confidence and resilience to excel in primary school. They continuously equip children with the ability to discuss, understand and recognise emotions. This means children can eloquently perceive both their own feelings and those of their peers. For example, they spontaneously and maturely discuss how their toys may be feeling, what could have caused their emotions and how they could help to resolve these.
- The members of the management team are excellent leaders who constantly strive for improvement. For example, they have recently invested in specialist training for staff working with babies. This training has enabled staff to understand intrinsically how to best support the brain development of the youngest children. As a result, staff work tirelessly to validate the feelings of babies, stimulate their development and support their progression and fulfilment.

Safeguarding

The arrangements for safeguarding are effective.

The members of the management team create a robust culture of safeguarding in this setting. They are extremely focused on promoting the security of the building and hence minimising the risk of harm to children. For example, the setting employs a full-time security guard to man the front gates and ensure no unwanted visitors gain access to the grounds. All staff have a secure understanding of their safeguarding responsibilities. They understand the steps they must take should they have concerns about a child or concerns about the management team. All staff confidently recognise signs and symptoms which may indicate a child is being abused.

Setting details

Unique reference number	307458
Local authority	Salford
Inspection number	10129140
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	78
Number of children on roll	42
Name of registered person	Lee, Adreene Rayne
Registered person unique reference number	RP904997
Telephone number	0161 740 3826
Date of previous inspection	3 June 2016

Information about this early years setting

Habonim Nursery registered in 1994. The nursery employs 16 members of staff including the proprietor and cook. One member of staff holds early years professional status, 11 hold an early years qualification at level 2 or above and two are unqualified. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm on Monday to Thursday and from 8am to 3pm on Friday. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shauneen Wainwright

Inspection activities

- The inspector and the manager discussed the curriculum offered and the impact this has on children's development during a tour of the setting.
- The manager and the inspector conducted a joint observation of practice and evaluated this.
- Children were observed throughout the inspection, during child-led and adult-led activities, indoors and outdoors.
- Parents shared their verbal feedback with the inspector.
- A relevant range of documentation was viewed by the inspector, including staff suitability documents.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019