

# Inspection of Torah Tots Integrated Nursery

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

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Inspection date: 13 May 2021

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Inadequate

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

### **The provision is good**

Children's safety and well-being have significantly improved at this nursery. Staff now understand and implement the safeguarding procedures, which help to keep children safe. There is a real sense of calmness throughout the nursery. All children, including babies, engage in different activities and have many opportunities to thrive and succeed. For example, three-year-old children sit quietly with staff as they read stories and chat confidently about their chosen books. Babies explore different textures, such as shaving foam, and totter confidently around the room. These activities help to promote children's sensory and physical development.

Managers and staff want the best for all children. They have reorganised the environment which now includes a 'safe space' for children to talk about their feelings and worries. One parent praised staff for helping her child to overcome her fear of bedtime. The 'safe space' is also a calm place to go where children can regulate their behaviour when they become a little boisterous. This approach works incredibly well in practice. Children are very well behaved and play cooperatively with their peers. Children demonstrate a positive attitude to learning. For example, two-year-olds maintain focus as they have a go at making cheesecake. They show high levels of engagement and even greater levels of accomplishment as they consume the end product.

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

- The headteacher, who is also the manager, has worked tirelessly to make improvements. She is ably supported by a deputy manager who takes responsibility for the curriculum. Since the previous inspection, the managers have tackled underperformance and reorganised staffing to create a stronger team.
- The nursery teacher has trained staff to teach early phonics. Children are learning these skills well. They develop listening skills as they make tip-toe sounds with their home-made shakers. At other times, children go on listening walks to hear different sounds in the environment. These activities are complemented with lots of story-time sessions that ignite children's passion for reading.
- Most staff are well trained and have a secure knowledge of child development. They have a clear understanding of what children know and can do. Staff make learning fun.
- During the inspection, children celebrated Shavuous. Staff skilfully introduced different aspects of learning to help two-year-olds retain key information about this festival. They created collages of different sized mountains and used mathematical language, such as 'big' and 'little' mountain. They also developed

an awareness of positional language and followed instructions by placing the Torah 'on top' of the mountain.

- Staff are skilled at widening children's vocabulary. They support babies who are learning English as an additional language by using words in both English and their home language. Staff also sing songs and give babies lots of attention. This approach helps babies to feel settled and secure as they become exposed to a new language.
- Three-year-old children are particularly skilled at remembering new words. They competently recall stories, such as the events of Shavuuous, during group time. The nursery environment is rich in print. Many words are displayed in Hebrew and English, which helps children to understand that print in different languages carries the same meaning.
- Most aspects of the curriculum are planned well. For example, staff give children lots of time to develop their confidence and social skills, which supports their personal development. However, less emphasis is given on helping children to develop their physical skills. This weakness is most notable with older children. Some three-year-olds have not mastered how to hold a pencil correctly.
- Staff support vulnerable children well. They work closely with parents and outside agencies to ensure children get the help they need. Vulnerable children are thriving in this nursery.
- Staff assess what children have learned. Most staff use this information well to plan activities so children can learn more and remember more. However, assessments of what children know and can do are occasionally over inflated. This gap in what children have achieved means that planning is not consistently sequenced to build on their learning.
- Parents speak highly of the staff and the progress their children make. Teamwork is a strength. Staff share the same vision and high expectations for children. Despite government restrictions, most staff have undertaken online training to help improve the quality of their teaching. However, some staff are less confident in their teaching, assessments and planning.

## **Safeguarding**

The arrangements for safeguarding are effective.

Children are extremely safe in this nursery. Staff are vigilant and receive regular child protection training. They know the procedures to follow in the event of a concern and all adhere to the mobile phone policy. The manager, who is the designated safeguarding lead, works closely with outside agencies to keep vulnerable children safe. The manager has made huge improvements to the nursery environment, which helps to ensures children's safety. Children's toilets are now positioned near their base rooms which means children are in sight at all times. A 'meat' kitchen has also been fitted. As a result, children's lunches can be safely prepared in line with the Jewish culture and without any risk of cross contamination.

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

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

- improve the curriculum for physical development to help children develop their finger muscles, so they can practise and master how to hold a pencil correctly
- help staff to develop their confidence and skills in planning and delivering learning that meets the needs of children and builds on what they know and can do.

## Setting details

<b>Unique reference number</b>	EY465167
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10149848
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	40
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Manchester Jewish School For Special Education
<b>Registered person unique reference number</b>	RP532776
<b>Telephone number</b>	0161 7952253
<b>Date of previous inspection</b>	5 March 2020

## Information about this early years setting

Torah Tots Integrated Nursery re-registered in 2013. The nursery opens Monday to Thursday from 8.30am until 4pm, and from 8.30am to 1pm on a Friday, during term time only. The nursery employs 14 members of childcare staff. Of these, one holds an early years qualification at level 7, two hold qualified teacher status, one holds an early years qualification at level 5, six at level 3 and two at level 2. The nursery provides funded early education for two- and three-year-old children.

## Information about this inspection

### Inspector

Tricia Graham

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the managers and this has been taken into account in their evaluation of the nursery.
- The deputy manager and inspector completed a learning walk around the nursery.
- The inspector observed interactions between staff and children.
- The inspector observed the quality of education and the impact this has on children's learning.
- The inspector held meetings with the management team and discussed improvements made since the previous inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector viewed a sample of documentation, including staff suitability checks.

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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