

Inspection of Tashbar Boys' Nursery

Alexandra Road, Gateshead NE8 1RB

Inspection dates: 6 to 8 July 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Not previously inspected

Does the school meet the independent school standards? **Yes**

What is it like to attend this school?

Tashbar Boys' Nursery is a welcoming place where everyone is valued. Leaders have high expectations for how children should behave. Children understand that the rules are there to help them to manage their feelings and behaviour. Incidents of negative behaviour or bullying are extremely rare. Children have positive attitudes to their learning. This happens most when staff plan activities which require high curiosity and concentration.

Staff create calm, social and orderly classrooms where children can concentrate. They also plan activities which excite and motivate children. Staff skilfully manage this so that children access all areas of the early years curriculum. Children work alongside each other in harmony, as well as on their own. They enjoy playing with their peers at social times. They treat each other with respect.

Children enjoy going on visits, and recently visited a wetland centre. Children recalled how some birds can live in water and on land. Children learn about life cycles through, for example, looking after eggs until they hatch into chickens, and by observing caterpillars turn into butterflies.

Parents and carers are exceptionally positive about their children's experiences. One parent said leaders and staff 'provide a very nurturing and caring environment for the children to thrive'. Another parent stated that the level of the pastoral support for their children is 'phenomenal'.

What does the school do well and what does it need to do better?

Leaders have designed a detailed and ambitious curriculum. The well-resourced classrooms support this ambition. Leaders' curriculum planning across the playgroup, Nursery and Reception builds on what children already know and can do. Leaders understand that children need to get a strong start in early years to gain knowledge for future learning.

The staff know children well and what interests them. Staff provide resources to further develop these interests. For example, staff followed children's interest in aeroplanes and set up an airport role play area. Children learned about travelling on an aeroplane through making passports and boarding passes. Children become absorbed in their learning when there are clear goals on what children will learn. Leaders and staff encourage children to make choices for themselves. Adults set up several activities and children plan the order in which they will take part. This helps children develop their decision-making skills. Staff understand how young children learn. They use this knowledge to shape children's learning experiences both indoors and outside.

The teaching of early reading starts formally in Reception with a daily phonics session. Resources used to teach phonics are high quality and books match the sounds that children know. This helps them be confident readers, even in the early

stages of reading. Across the school, staff develop children's vocabulary, language and communication skills. Staff interact with children through stories, songs, rhymes and conversations. This helps children to become confident communicators by the time they move to primary school.

In reading, writing and mathematics some adults do not have strong subject-specific knowledge. Leaders share their expertise and knowledge in these areas with staff. Although useful, this does not provide all staff with sufficient skills and knowledge to make sure children are getting the most out of what they are learning.

Teachers check regularly on how well children are learning. They adjust their plans depending on what children know and remember from previous learning. Leaders check formally on how well children are learning. The majority of children are confident to transfer to primary school.

The pastoral leader guides staff well on how to enhance children's personal, social and emotional development. Children learn in a nurturing environment where they are encouraged to care for each other. They have positive relationships with adults and their peers.

Leaders weave the five fundamental British values through their curriculum. Children learn about democracy and vote for their preferred activity. For example, children voted on whether to make cupcakes or biscuits and voted for the end of day story book. Leaders also promote the rule of law, mutual respect and individual liberty. There are age-appropriate books that support with this, such as books on different families, being honest, different cultures, values and individual differences. Children can talk about these in their own words. Leaders teach different faiths and cultures, but this is not as well established. Therefore, children cannot easily recall what they have learned in lessons.

The SENCo creates detailed plans for children with special educational needs and/or disabilities (SEND). She ensures that children's needs are identified quickly. She updates individual support plans regularly. Teaching assistants access bespoke training from external professionals, for example occupational therapists. As a result, children get daily support to help them access programmes to support their SEND. Parents of pupils with SEND are appreciative of the support their children receive.

Staff state that they are supported well by leaders. They say that leaders are considerate of their well-being and workload. They feel valued as staff members and say that staff morale is high.

Leaders ensure that the school meets the requirements of the independent school standards. For example, the school does not have a website, but leaders make sure that they provide the required information that parents need.

Governors know the school well. They have individual responsibilities, including checking different independent school standards. They check on leaders' evaluation of how well the school is doing. However, the school improvement planning is not

detailed enough so that governors can check how quickly improvements are happening and what difference they are making.

The proprietor makes sure that all of the independent school standards are met. The school complies with the Equality Act.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise keeping children safe. They have created a strong culture of safeguarding across the school. The designated safeguarding leader (DSL) is supported well by other deputy designated leaders. All staff and governors have accessed relevant safeguarding courses. They use the knowledge gained through training to establish their roles and responsibilities well.

Staff take swift action if they have concerns about children. Record-keeping is thorough. Leaders work closely with external professionals to get relevant help and support for vulnerable children.

The single central record contained minor omissions. However, leaders do carry out essential safety checks on staff. Leaders corrected this administration error by the end of the inspection.

Leaders ensure that appropriate checks are carried out to maintain health and safety in the building. This includes fire safety and safe storage of substances that could be harmful to children. The medical room is fit for purpose and well stocked with first aid equipment.

What does the school need to do to improve?

(Information for the school and proprietor)

- Some staff do not have sufficient subject knowledge in reading, writing and mathematics. Sometimes, they do not extend children's learning sufficiently. Leaders should ensure that staff access relevant training in order to increase their knowledge of how to expand children's reading, writing and mathematical activities.
- School improvement planning lacks precision and detail. It is not providing a structure for governors to hold leaders fully to account. Leaders should sharpen this planning so that governors are clear on what they are checking, how often they need to check it and how success can be measured.
- Children's understanding of their own faith is well developed. However, children cannot remember much about other faiths, even though they periodically learn about them. This is not preparing them well for life in modern Britain. Leaders should ensure that the curriculum includes the most essential knowledge that children need to learn about different faiths and cultures.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

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

School details

Unique reference number	147313
DfE registration number	390/6012
Local authority	Gateshead
Inspection number	10192268
Type of school	Other independent school
School category	Independent Jewish Boys' Nursery School
Age range of pupils	2 to 5
Gender of pupils	Boys
Number of pupils on the school roll	74
Number of part-time pupils	4
Proprietor	The Gateshead Jewish Nursery Trust
Chair	Mr E Dunner
Headteacher	Mrs D Danan
Annual fees (day pupils)	£0 to £2,340
Telephone number	01914 783 723
Website	Not available
Email address	headteacher@gatesheadkinder.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Tashbar Boys' Nursery School opened on 11 December 2019. This inspection was the school's first standard inspection.
- The school has provision for two-year-old children.
- The school does not use any alternative education provision.
- There are no children on roll with an education, health and care plan.
- The school is currently operating beyond its registration agreement as recorded on the government's Get Information About Schools website (GIAS). The school is currently registered for children aged two to five years but has five children aged six on roll in this academic year and intends to keep four into the next academic year.

Information about this inspection

We carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspectors met with the executive head teacher, pastoral leader, senior leaders, and other members of staff, including teachers and teaching assistants. Inspectors also met with the SENCO. Inspectors considered how well leaders deliver the early years foundation stage curriculum so that it meets the needs of all children.
- Inspectors met with a member of the proprietary board and three representatives of the governing body, including the chair.
- Inspectors did deep dives in the following subjects: early reading, early mathematics, personal and social education and expressive arts and design. They met with leaders, staff and children, listened to children read to a familiar adult, looked at their work and visited lessons.
- Inspectors listened to children read to a familiar adult. They spoke to children to find out what it is like to attend their school. They observed children's behaviour at lunchtime and break-time and as they moved around the school. They observed children's attitudes towards learning.
- Inspectors looked at how leaders keep children safe. They looked at a range of documentation and safeguarding procedures, including the single central record and recruitment checks. They checked the implementation of health and safety policies, including the Regulatory Reform (Fire Safety) Order 2005.

- Inspectors carried out checks of the premises to ensure compliance with part five of the independent school standards.
- Inspectors talked with parents and viewed 36 responses to Ofsted's Parent View survey, including 28 free-text responses. They considered 28 responses to the survey for staff.
- Although the school has provision for two-year-olds, at the time of this inspection all children were aged three and over.

Inspection team

Alison Aitchison, lead inspector

Her Majesty's Inspector

Gill Wild

Her Majesty's Inspector

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