

# Inspection of Pomegranate

Pomegranate, 52 Broom Lane, Salford, Lancashire M7 4FJ

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Inspection date: 18 October 2021

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<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is inadequate**

On the day of the inspection, it was found that not all of the people who have responsibility for the leadership and management of the nursery have had their suitability checks completed by Ofsted. However, this does not have an impact on children's well-being as they do not have a role in looking after children on a daily basis. Furthermore, leaders took immediate action to rectify this.

That said, managers have failed to ensure children's safety. Children's hours of attendance are not accurately recorded. This means that staff cannot be fully assured of which children are in the building in an emergency situation, or if there was a safeguarding concern, as their arrival and departure times are not accurately logged. Furthermore, young children are at risk of choking as they are given crackers and are able to eat these as they wander around their playroom.

Despite this, a welcoming and friendly atmosphere greets all children and their families. The nursery is wholly inclusive and truly supports children to understand what it is like to be an Orthodox Jew in 2021. Children learn and celebrate their heritage and gain a firm understanding of what makes them unique. Staff teach children 'Portions' and successfully link these to the seven areas of learning. Staff offer an abundance of comfort and reassurance if children become upset. This supports their emotional development and aids their transition as they become used to their new nursery surroundings. Staff recognise that children need additional support to settle following the COVID-19 pandemic. As such, they have focused their teaching on children's personal, social and emotional development. Children demonstrate that they are happy and show increasing levels of confidence as they make new friends and form bonds with their key person.

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

- The provider has not ensured that they have followed the correct procedure to ensure that Ofsted are informed of the individuals associated with the registration. However, during the inspection, the provider took swift and appropriate action to immediately rectify this issue.
- Managers have failed to implement effective systems to ensure that information and records are accurately completed. For example, staff do not maintain robust records of the times that children attend the nursery. This is a legal requirement of the early years foundation stage and has an impact on the safeguarding of children.
- Staff do not demonstrate an understanding of risk and potential hazards. For example, toddlers are given crackers and are able to eat these as they walk around their playroom. This poses a risk to children's safety and well-being as they could choke.

- Children thoroughly enjoy the activities and experiences that staff provide for them. They demonstrate a positive attitude to learning and trying new things. However, changes in routines, occasionally, interrupt children's learning. For example, staff do not always give children sufficient time during creative activities. Staff hurry children and encourage them to finish, so that they can wash their hands in readiness for snack. This has an impact on children's engagement and the potential learning opportunities that the activities provide.
- Overall, staff support children's developing communication and language skills well. Staff working with babies use labelling and repetition to reinforce children's understanding. However, occasionally, staff do not consistently use skilful questioning techniques. For example, staff working in the English room sometimes ask questions in quick succession and do not always give children sufficient time to think and respond.
- Staff have high expectations of children and adopt a curriculum that truly reflects children's interests. They gather precise information from parents so that they can build coherently on what children know and what they can already do. Children are making good progress in their learning and development, including those children with special educational needs and/or disabilities. Children who speak English as an additional language are successfully supported. This is because bilingual staff seamlessly model both English and Yiddish as children play. This supports children to learn new vocabulary and gain command of the English language.
- Children's behaviour is good. Staff use gentle and consistent reminders about sharing, taking turns and using 'kind hands'. Knowledgeable staff use sand timers to aid children's understanding further. They carefully explain that when the sand has gone it will be their turn. As a result, children are beginning to understand what is expected of them and manage their feelings and conflicts in social situations.
- Comments from parents are overwhelmingly positive. They describe how their children thoroughly enjoy attending and how they would not consider any other childcare provider. They proudly talk about the progress their children have made since attending and how staff keep them exceptionally well informed about all aspects of nursery life. They particularly like the comprehensive, dual-language weekly newsletter that is produced. They eagerly share this with wider family members to illustrate the fun that their children have at nursery.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders and staff do not have a full understanding of how to safeguard children effectively at all times. Inconsistencies in risk assessments and record keeping mean that children's well-being is compromised. However, staff do have a good knowledge and understanding of what to do if they have concerns about a child's welfare. They confidently describe the possible signs and symptoms of abuse and attend regular training to ensure their knowledge remains up to date.

## 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:**

	<b>Due date</b>
maintain an accurate record of the names of children being cared for and their hours of attendance	22/10/2021
ensure that staff accurately identify risks and take appropriate action to minimise potential hazards.	22/10/2021

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

- support staff to develop their questioning techniques, so that they consistently give children sufficient time to think and respond to the questions asked
- review and improve children's routines to prevent interruptions from having an impact on their learning.

## Setting details

<b>Unique reference number</b>	EY557710
<b>Local authority</b>	Salford
<b>Inspection number</b>	10175206
<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 at time of inspection</b>	0 to 3
<b>Total number of places</b>	69
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Pomegranate Nursery Limited
<b>Registered person unique reference number</b>	RP557709
<b>Telephone number</b>	01617920182
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Pomegranate was registered in 2018. The nursery follows the Jewish faith and opens Monday to Friday from 8.45am until 4pm. The nursery provides funded early education for two-, three- and four-year-old children. There are 23 staff working with the children, three of whom hold qualifications at level 6 and 15 staff hold appropriate qualifications at level 3.

## Information about this inspection

### Inspector

Karen Cox

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The inspector completed a joint evaluation of an activity with the deputy manager.
- The inspector held a meeting with the manager, deputy manager and nominated individual. She reviewed a variety of documents, including evidence of the suitability of staff, qualifications, first-aid certificates and policies.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.

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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