

Inspection of Chigwell and Hainault Synagogue Nursery

Limes Avenue, Chigwell, Essex IG7 5NT

Inspection date: 19 January 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children show confidence as they enter the nursery on their own and follow the COVID-19 pandemic procedures. Staff are enthusiastic, showing children they are happy to see them as they usher them into the building. Children behave well in line with their stage of development. Staff effectively support them to resolve minor squabbles.

Children are eager to take part in activities and enjoy a good range of interesting learning experiences. They thoroughly enjoy painting and show a growing control of their movements as they carefully dip brushes in and out of paint pots. Children make choices about what colours they would like to use as they make their creations. They are keen to explore brightly coloured modelling materials. Children show good concentration skills and determination as they work out how to push, pull and manipulate the material into different shapes.

Children use their feet to push ride-on cars and bikes along. They show good control as they steer around obstacles, such as balancing equipment and other children. Those who experience difficulty show trust and confidence in staff when they ask for help. Children use good manners. When staff help them to get out of a car, they say 'thank you'.

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

- Parents are aware of who their child's key person is. They talk about staff providing them with information about how they can support their child's learning at home. Parents are aware of what their child has been learning recently. They comment that their children are 'very happy' in the nursery and that the staff 'care about them'.
- The special educational needs coordinator supports staff to identify each child's needs. She also works closely with parents to help them seek external professional support, when needed. This contributes towards helping all children to make good progress in their learning.
- Children are supported well to learn how to manage and modify their behaviour. For example, staff take time to clearly explain how the large sand timer works. This helps children to understand that they must wait until all of the sand has fallen through before it is their turn. Staff consistently encourage children to be polite and kind to others.
- Throughout the COVID-19 pandemic, staff have continued to exchange information with parents about their children's progress. For example, staff speak to parents at drop-off and collection times, use message books and provide written information about each child's development goals.
- Robust recruitment procedures are in place to ensure that staff are suitable to

work with children. Staff follow effective procedures to deal with any accidents and incidents to promote children's safety and welfare.

- Staff place high importance on children's communication and language skills. They consistently ensure that children can see and hear them when they speak.
- Children are offered a good range of experiences that help them to develop physical skills and coordination. They are keen to take part in craft activities and practise how to carefully turn the pages of a book. During outdoor play, staff encourage children to take measured risks. They show good concentration as they skilfully climb a small ladder. When they reach the top of the large climbing equipment, children show enormous pride at their achievement. They pop their head through an opening, excitedly telling staff 'I am in the castle'.
- Overall, staff adapt the curriculum to meet the individual needs of every child. However, at times, staff do not ensure that the planning of group times gives younger children the best possible learning opportunities. On these occasions, not all children are fully challenged and highly engaged in learning.
- Staff are provided with training opportunities. However, the provider does not ensure that all staff have access to support and guidance that precisely identifies their professional development needs and raises the quality of teaching even further.

Safeguarding

The arrangements for safeguarding are effective.

The manager is the designated safeguarding lead (DSL) for the nursery. She is supported in this role by her deputy who has also completed DSL training. Staff have a good awareness of their roles and responsibilities to safeguard children. They have undertaken suitable child protection training. Staff are confident in the signs and indicators of abuse and the procedures to follow should they have a concern about the welfare of a child. Staff know that if they are worried about another member of staff's behaviour towards children, they must report this without delay to the local authority designated officer.

What does the setting need to do to improve?

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

- review the planning and teaching of group activities to ensure that they consistently support the learning needs of all children as well as possible
- strengthen staff supervision to precisely identify their professional development needs and raise the quality of teaching even further.

Setting details

Unique reference number	404660
Local authority	Essex
Inspection number	10220198
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	32
Number of children on roll	11
Name of registered person	United Synagogue
Registered person unique reference number	RP910804
Telephone number	020 85000215
Date of previous inspection	7 December 2017

Information about this early years setting

Chigwell and Hainault Synagogue Nursery registered in 1992. The nursery employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday during term time only. Sessions are from 9.15am to 12.15pm. An optional breakfast club operates from 8.30am to 9.15am and a lunch club operates from 12.15pm to 1.15pm, subject to demand. Additional afternoon sessions operate from 12.15pm to 3.15pm, subject to demand. The nursery provides funded early education for three-year-old children.

Information about this inspection

Inspector
Ann Cozzi

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the nursery.
- The manager and inspector completed a learning walk of the nursery inside and outside.
- The inspector carried out a joint observation of an activity with the manager and, together, they evaluated this.
- Some children spoke with the inspector about the activities they were taking part in.
- Parents and staff spoke with the inspector at appropriate times during the inspection.
- The inspector reviewed relevant documentation, including the suitability checks of all adults working in the setting.

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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