

Inspection of Cassel Fox Kindergarten

Broughton Jewish Primary School, Legh Road, SALFORD M7 4RT

Inspection date: 26 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 arrive eagerly to kindergarten and receive a warm welcome from friendly staff. They are confident, settle quickly and begin to explore a wide range of activities. Children are supported by caring staff, who have high expectations for their learning. They are safe, happy and ready to learn. Children start the day with physical exercise. They enjoy moving their bodies in different ways, such as running, walking on tip toes, and stomping their feet. Children practise developing their coordination skills by balancing objects on their heads. Children show high levels of engagement. They are well behaved, listen and follow instructions well.

Children have positive relationships with staff and seek them out when they need support. Children learn to develop their self-care skills. They confidently use the toilet and wash their hands themselves. Children are kind to their friends and share and take turns. Children's emotional well-being is a priority at kindergarten, particularly in response to the COVID-19 pandemic. They learn how to identify and talk about their feelings. Children take pride in what they do. They are keen to show off their achievements which are praised by staff. Children are encouraged to use their voices and develop their independence skills. For example, they are able to choose from different healthy foods at mealtimes.

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

- Staff are clear about what they want children to learn next. This prepares them for when they leave kindergarten and start school. Children continuously build on what they already know and can do. For example, they spend long periods of time focused on experimenting with different containers in the water tray, such as jugs, spoons, bottles and sieves. Staff sensitively support children during their play. They introduce mathematical language and new ideas in line with what children are learning. Children are making good progress across all areas of learning.
- Staff support children's communication and language development well. Children are developing a real love of books. They seek out staff to read familiar stories with them. Staff use expressive voices and encourage children to join in and share the main events of the story. Children delight in singing familiar songs with staff during the day.
- Children follow the kindergarten rules well, such as walking inside and using kind voices. Staff tell children what is happening now and next. However, this is not effective for all children. Therefore, at times some children become a little confused by what is happening.
- Children have lots of chances throughout the day to play outdoors. They enjoy playing with sand. Children explore what marks they can make in the sand with diggers. They spend time using spades to fill buckets with sand. Children are

keen to help tidy up when it is time to go indoors. They use brushes to help sweep up the sand.

- Staff feel well supported by leaders. In response to the COVID-19 pandemic, leaders are even more committed to supporting staff mental health. Staff have lots of opportunities to talk to leaders during regular meetings. Consequently, staff are more able to effectively support children's emotional well-being.
- Leaders have a deep understanding of the local community. Children learn about their own culture through different routines and activities. In addition, staff are committed to supporting children to learn about other cultures, faiths and beliefs. For example, children learn about different foods which people eat and the different ways people dress. Consequently, children learn about the diverse world around them.
- Parents speak highly of the setting. They feel that they are kept well informed about their children's time in kindergarten. Staff gather a wealth of information from parents to support children's learning at kindergarten. However, leaders are yet to fully embed effective systems for guiding parents on how they can continue to support children's learning at home.
- Leaders understand the importance of working with other professionals to support children with special educational needs and/or disabilities, this ensures children receive early help. Therefore, all children in kindergarten are reaching their potential.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good knowledge and understanding of safeguarding. Leaders are aware of their role and responsibilities as the designated safeguarding leads. All staff keep their training up to date. Leaders and staff are aware of how to report concerns regarding children's welfare. Staff are trained in paediatric first aid. There is an emergency evacuation procedure in place, which is understood by staff and children. Leaders and staff carry out regular checks of the indoor and outdoor environment to ensure that it is safe for children. Staff carry out regular head counts of children as they move between the indoor and outdoor areas.

What does the setting need to do to improve?

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

- support children further during times of transition to ensure they understand what is happening now and next
- implement systems for guiding parents on how they can continue to support children's learning at home.

Setting details

Unique reference number	307455
Local authority	Salford
Inspection number	10106667
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 3
Total number of places	30
Number of children on roll	0
Name of registered person	Broughton Jewish Primary School (Ohel Moshe Yitschok)
Registered person unique reference number	RP519530
Telephone number	0161 9212513
Date of previous inspection	9 March 2015

Information about this early years setting

Cassel Fox Kindergarten was registered in 1999. The setting employs five members of staff. Of these, three staff hold recognised early years qualifications at level 3 and the manager holds a BA Honours in Early Years. The setting opens Monday to Friday term time only. Sessions are from 8.30am until 3.30pm.

Information about this inspection

Inspector

Suzanne Fenwick

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 manager and inspector completed a learning walk together of all areas of the kindergarten and discussed the early years curriculum.
- Children spoke to the inspector about what they enjoy doing while at kindergarten.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.

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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