

Inspection of Ateres Elisheva Daycare

Beis Menachem, Park Lane, Salford M7 4JD

Inspection date: 24 May 2022

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children are not always kept safe in this setting. Leaders and staff do not understand their role and responsibilities in ensuring that the premises are secure. Furthermore, staff do not carry out the correct vetting procedures for visitors. Therefore, unauthorised visitors are able to enter the premises. This puts children at risk of harm.

There are no clear rules or boundaries for children to follow. This has a negative impact on children's behaviour. Children become frustrated with each other. They often hit and push one another. Children do not understand how to regulate their own behaviour. This creates an unsafe environment for some children. Staff do not explain to children what is happening now and next. Consequently, children are often confused by what is expected of them.

Children do not make the progress they are capable of in this setting. Leaders are unclear about what they want children to learn next. Therefore, staff are unable to plan meaningful opportunities that challenge children's learning. Children are expected to join in with some group activities that staff have planned, such as singing. However, these do not capture the interest of the children. Consequently, children quickly become disengaged and distracted. The environment is very untidy. This is a risk to children as they repeatedly fall over or slip on the toys which have been discarded on the floor.

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

- Leaders are yet to implement an effective curriculum that supports children to build on what they already know and can do. They do not ensure that staff have a good enough knowledge and understanding of how young children learn. Therefore, staff are unsure how to support children's development. Children in this setting are not ready for their next stage in learning.
- Staff do not support children's communication and language well in this setting. Children are very quiet. Staff occasionally ask children questions. However, children often do not answer. Staff are not supporting children to learn how to engage in back-and-forth conversations. There is little interaction between children and staff. Therefore, children are not making adequate progress with their speech development.
- Staff do not support children to learn how to share and take turns. Children often snatch toys from each other. This causes conflict between children. Staff do not have effective measures in place to promote positive behaviour. Children are often sat on a staff member's knee until they have settled down. However, staff do not support children to understand how their behaviour effects others. Consequently, children repeat the same patterns of behaviour.

- Children often become unsettled in this setting. Staff comfort children by giving them cuddles. However, staff do not support children to identify or understand their feelings. Consequently, children only remain settled for short periods of time before becoming upset again. Staff are not effectively supporting children's emotional well-being.
- Children have little chance to make choices for themselves in this setting. Staff often do things for the children, such as putting on their coats. Therefore, children are not developing their independence skills.
- Children learn about what makes them unique. Staff support children to learn about their own culture and way of life. However, staff are yet to implement effective strategies to support children to understand other cultures, faiths and beliefs. Therefore, children do not learn about the diverse world around them.
- Staff take children on nature walks to encourage them to get daily fresh air and exercise. Children bring in healthy snacks to eat, such as a variety of fruit. Therefore, children learn some of the ways to keep themselves healthy.
- Leaders do not have effective systems in place to support the professional development of staff. Staff attend some training courses. However, leaders are yet to support staff to implement the good practice that they learned. Leaders carry out regular supervision meetings with staff. However, these are not effective in supporting staff to make improvements to their practice.
- Parents share some of the things they like about the setting. Parents comment that the staff are kind and caring. They also express that their children enjoy coming to this setting.

Safeguarding

The arrangements for safeguarding are not effective.

Risk assessments are not always effective. Leaders and staff do not ensure that the external door to the premises is kept locked. Furthermore, leaders do not make sure that staff follow the setting's procedure for ensuring that only authorised people enter the building. Leaders and staff have an adequate knowledge and understanding of the potential signs and symptoms of abuse. Staff are aware of how to correctly report concerns to the setting's designated safeguarding lead. However, leaders and staff are unsure of the roles and responsibilities of other professionals involved in the welfare of children. Staff carry out daily checks of the indoor and outdoor environment. However, these are not always effective as staff fail to identify the hazards caused by toys being left out on the floor.

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:

	Due date
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ensure that risk assessments are effective, particularly in regards to the security of the premises and vetting of visitors	21/06/2022
ensure staff understand their role and responsibilities in keeping the environment safe and secure	21/06/2022
introduce effective arrangements for managing children's behaviour to ensure all children are safe	21/06/2022
ensure that leaders and staff have a good knowledge and understanding of the roles and responsibilities of other professionals involved in the welfare of children	21/06/2022
ensure that staff have a thorough knowledge and understanding of how young children learn to enable them to plan purposeful and challenging learning opportunities for children	21/06/2022
implement a curriculum that meets the needs of all children to enable them to make the progress they are capable of.	05/07/2022

Setting details

Unique reference number	EY558128
Local authority	Salford
Inspection number	10190770
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	107
Number of children on roll	25
Name of registered person	Ateres Elisheva
Registered person unique reference number	RP558127
Telephone number	07510766145
Date of previous inspection	Not applicable

Information about this early years setting

Ateres Elisheva Daycare registered in 2018. It operates term time only from Monday to Friday 8.55am to 4pm. The setting provides care and education for the children of staff working at the on-site primary school. There are 11 members of staff. Of these, eight hold appropriate qualifications at level 3 and one at level 2. The setting provides funded early education for two-year-old children.

Information about this inspection

Inspector

Suzanne Fenwick

Inspection activities

- This was the first routine inspection the setting 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 their evaluation of the setting.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector talked to children, staff and parents at appropriate times during the inspection and took account of their views.
- The inspector spoke with the registered individual and manager about the leadership and management of the setting.
- 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 a joint observation of the interactions between staff and children with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff 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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