

Inspection of Aim Habonim

51 Rigby Street, Salford M7 4NX

Inspection date: 1 November 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 are settled and safe at the nursery. The nursery has a high proportion of children who have special educational needs and/or disabilities (SEND). They are extremely well supported in their care and learning by the high number of staff-to-child ratio. The activities and resources on offer are adapted by staff to suit the needs of the children in attendance. For example, a 'dark den' with sensory equipment and ultraviolet lights has been established to help children with visual impairment to focus, reach, touch and make connections in their sensory explorations. Staff use single words and 'on-body' signing to support children's communication as they play and explore.

Supporting all children to develop effective communication strategies is central to the curriculum at the nursery. Leaders have invested in ongoing training and onsite speech and language therapists to ensure each child is supported to communicate to the best of their abilities. Staff utilise strategies such as simple signs, visual and sensory timetables and audible queues, such as using instruments to help children understand routines and communicate with adults and each other. Music, movement and singing is frequently used to engage children with a wide variety of abilities. Children respond well to these techniques and engage with enthusiasm and respond appropriately with single words, signs, sounds or gestures.

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

- Children with SEND make good progress in their development. Tailored support is put in place to help meet their needs. The special educational needs coordinator (SENCo) is knowledgeable and is a great support for staff. The setting employs a variety of therapists, such as physiotherapists, to help make sure the right support is put in place for children. For children with complex needs, the setting employs one-to-one adult support. All staff build strong relationships with children, which helps them to feel settled and secure.
- The leadership team is enthusiastic and driven, with a clear vision for the setting moving forward. The leadership team acts with integrity. They seek advice from other professionals to ensure they are doing what is best for children and their families. For example, close partnership working with a local special school has enabled them to make adaptations to the environment and resources, to support children with profound and multiple learning difficulties, including visual impairment. Removing excess visual stimuli is helping these children to focus and develop the concentration skills needed for their learning.
- Staff are good role models for behaviour. They show affection and care for the children and are quick to praise their efforts. They are very responsive to children who need additional support for boundaries. For example, children are offered sensory weighted blankets to help regulate their emotions when

frustrated. This is helping children to learn how to behave and offers them techniques to cope with big emotions.

- On the whole, adaptations that have been made to grouping children according to their developmental need is having a positive impact on children's progress. However, further support is needed to ensure the implementation of curriculum activities sufficiently challenges all children, particularly those who do not have additional needs.
- Staff praise the management team and feel well supported in their roles. The leadership team support staff effectively through regular observations of their practice and learning walks on topics, such as curriculum delivery and safeguarding. Staff are encouraged to reflect on their practice following these observations, which enhances their knowledge and supports children's learning.
- Parents speak very highly of the setting and are extremely happy with the support they receive. They praise the communication they receive through a daily and weekly communication book. Parents feel fully included in their child's learning. They make special reference for the support the nursery gives to families of children with additional needs through the integrated therapy services on site, which they feel supports the individual progress of their children.

Safeguarding

The arrangements for safeguarding are effective.

Staff show a good understanding of how to protect children. All staff receive regular yearly updates to their safeguarding training. Staff understand the procedures to follow if they identify any concerns about a child's welfare. The nursery follows robust procedures to ensure staff's ongoing suitability to work with children. The safeguarding lead keeps her knowledge of local safeguarding concerns up to date. Any updates are shared with staff in a timely manner. Staff are aware of the heightened vulnerability of some of the children they work with. Techniques used by staff, such as on-body signing, help these children to share their consent and to understand what is happening to them during their personal care.

What does the setting need to do to improve?

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

- strengthen the curriculum intent and implement this effectively to help maximise all children's learning and development.

Setting details

Unique reference number	EY457629
Local authority	Salford
Inspection number	10233879
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 4
Total number of places	24
Number of children on roll	24
Name of registered person	Aim Habonim
Registered person unique reference number	RP904359
Telephone number	01617050020
Date of previous inspection	5 January 2017

Information about this early years setting

Aim Habonim was registered in 2009. It re-registered at new premises in 2012. The nursery employs 25 members of early years childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above and four staff hold qualifications of level 5 and above. The nursery opens during term time only, from 9am until 3.30pm, Monday to Thursday and 9am to 1pm on a Friday. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with SEND.

Information about this inspection

Inspector
Jenny Smillie

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 provider and has taken this into account in their evaluation of the provider.
- The inspector reviewed a variety of documents, including evidence of the suitability of staff, qualifications and first-aid certificates.
- The inspector carried joint observations with the early years lead and discussed how the curriculum had been implemented and the impact this had on children's learning.
- The inspector spoke to parents during the inspection. She took account of all views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The early years lead and the inspector completed a learning walk and discussed the early years curriculum and the activities on offer for the children.

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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