

Inspection of Tashbar Creche

Levi House, Bury Old Road, SALFORD M7 4QX

Inspection date: 23 May 2023

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 run to greet their friends and the staff as they arrive at this positive setting. They settle quickly and confidently access the resources that are available to them. Staff know children well and use personalised approaches to ensure that all children feel safe and secure as they arrive at the setting. Children are happy and have built loving bonds with the caring staff.

Children's personal, social and emotional development is prioritised at this setting. Staff model respectful relationships to children and teach them how to interact positively with each other. Children notice when their friends have sticky hands and offer them a tissue. They understand the embedded expectations and routines and follow these independently. For example, children help to tidy up toys without being asked to by staff. Children behave well and are beginning to understand the impact of their behaviour on others.

Children develop a sense of awe and wonder for the world around them. Babies focus for extended periods as they explore and investigate a range of textures. Children gaze up in amazement as they blow bubbles and watch them move in the breeze. Children experiment as they pour lentils into containers. They watch carefully as the lentils reach the top of the container. Children develop positive attitudes to learning and make good progress.

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

- Leaders have developed a curriculum that reflects children's interests and builds on their knowledge and skills. Children engage well with this curriculum and demonstrate that they remember what they have been taught. For example, children confidently name shapes and exclaim 'it is the same' as they hold a square next to a square shaped clock on the wall. All children make good progress in their learning.
- In the main, staff effectively use their interactions with children to build on their knowledge and skills. However, staff do not always have a secure understanding of how to sequence children's learning. This does not support children to make the highest levels of progress.
- Leaders are reflective and are committed to the continuous improvement of the setting. They ensure that staff access regular supervision and coaching to help them to develop their practice. They observe staff teaching and provide them with clear feedback on their performance. However, there is scope for training and professional development opportunities to focus more precisely on raising the quality of teaching to the highest level.
- Staff read aloud to children often throughout the day. They ensure that children have access to many books and that they become familiar with a wide range of

stories. They explore book after book, carefully turning the pages and pointing out what they can see in the pictures. As staff read, older children join in with the familiar phrases in stories that they have heard before. Children are developing a love of reading.

- Children make good progress in their physical development. The play equipment that children access at the setting supports them to gain strength, coordination and control. Children confidently ride tricycles and kick balls outside. They make marks with paintbrushes and push pegs into peg boards. Children skilfully pour cake ingredients into a bowl and use spoons to stir it. Children's physical skills are developing well.
- Staff work in partnership with parents to provide continuity of care and education for all children. They find out about children's interests and needs before they start at the setting. They use this information to plan a personalised approach to children's transition. Staff frequently talk to parents about their children's learning and development. This supports parents to know how to extend their children's learning at home. Parents say that their children are thriving in this setting, which they describe as 'warm' and 'loving'.
- Staff promote children's health and well-being. They support children to develop their understanding of good hygiene practices, such as handwashing and cleaning the table before eating. Children drink water throughout the day and staff talk to parents about providing nutritious food for children. Children are beginning to understand the importance and benefits of healthy lifestyle practices.

Safeguarding

The arrangements for safeguarding are effective.

All staff attend regular safeguarding training to keep their knowledge of child protection up to date. Staff have a secure understanding of the procedures to follow should they have any concerns about children's welfare. Leaders carry out robust checks on all staff to ensure that they are suitable to work with children. Staff teach children how to keep themselves safe. For example, they model how to walk down the stairs safely as they go outside.

What does the setting need to do to improve?

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

- support staff to develop their understanding of the sequencing of children's learning, so that their teaching consistently builds on children's knowledge and skills
- strengthen staff training and professional development opportunities, to focus more precisely on raising the quality of teaching to the highest level.

Setting details

Unique reference number	EY440277
Local authority	Salford
Inspection number	10264617
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	0 to 3
Total number of places	30
Number of children on roll	34
Name of registered person	Tashbar Creche
Registered person unique reference number	RP903090
Telephone number	01617959598
Date of previous inspection	21 June 2017

Information about this early years setting

Tashbar Creche registered in 2012. It is located within an independent Jewish school for boys in Higher Broughton, Salford. Tashbar Creche is managed by a private individual for Tashbar Academy. It mainly provides care for children aged from birth to three years, whose parents work at the nursery and the school. Tashbar Creche employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 or 3. The setting is open Monday to Friday, during term time, from 8.45am to 4pm.

Information about this inspection

Inspector
Liz Dayton

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 leaders and has taken that into account in their evaluation of the setting.
- Leaders joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual 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 spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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