

Inspection of Bury and Whitefield Jewish Private Nursery

Parr Lane, Bury, Lancashire BL9 8JT

Inspection date:

4 July 2023

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Significant weaknesses in leadership and management compromise children's safety. Lack of oversight from the provider and a failure to ensure a management team is in place, results in the unsafe and inefficient running of this nursery. The provider has not ensured that the deputy manager has the skills, knowledge or support required to fulfil her role. For example, the deputy manager, in the absence of the manager, is responsible for recruitment of new staff, despite having no support or training in this area. This does not ensure those caring for children are safe or suitable.

The provider has failed to ensure effective arrangements are in place for the supervision of staff. As a result, staff are not provided with sufficient support and there is very little monitoring of the curriculum or the quality of education children receive. As a result, staff practice and children's progress are not consistent. Children who may need a little more help do not receive the support they need. This is because the provider has not ensured that staff receive appropriate training, based on the needs of the children.

Children come into nursery happy and settle quickly. Staff have formed nurturing relationships with the children, which helps form bonds. Children engage in a variety of activities, both indoors and outdoors. For example, children draw shapes with chalk on the floor outside, and smile happily when they correctly identify a shape. Children are developing some skills.

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

- The nursery is running without a suitable management team in place. Since the previous manager resigned, there has been a considerable delay in recruiting a new manager, despite a significant notice period. This has resulted in the setting having no named manager and, on occasion, no deputy manager on site. This significant lack of urgency from the provider to prioritise staff has had a negative impact on the smooth and safe running of the nursery and has placed undue stress on the staff team.
- Systems for monitoring practice to ensure quality are not in place. This leads to gaps in staff knowledge and practice that impacts on children's care and education. For example, the provider has failed to ensure required assessments are completed of children's progress. As a result, systems to check if new children have already undergone a check are not in place. This puts children at risk of not benefitting from the effective partnership working these assessments provide.
- Staff are not adequately trained to meet children's individual needs. The provider has not ensured that staff receive appropriate training and gain the

knowledge and skills necessary to identify and support those children who require more support. This puts children at risk of falling behind.

- The key-person system is not effective. Not all parents are made aware of their child's key person. As a result, parents are not provided with a continual two-way flow of communication to ensure appropriate support is put into place to help children progress. Weaknesses in the key-person system negatively impact on children's care and learning.
- Children's learning needs are not consistently met. Due to low staffing, the children are occasionally cared for together in one room. The provider has not ensured that staff are trained to meet the individual needs of the children. For example, babies are included in lengthy story times, which are too long for their stage of development. This negatively affects their engagement and concentration, which impacts on children's attitudes to learning.
- The quality of education is not consistently good. Staff do not always focus on what children need to learn. Due to this, children do not consistently benefit from meaningful learning experiences, which develop their ambition to continually achieve. Children are developing some skills, however, such as counting in sequence as they happily play with their peers.
- The procedures to support staff have lapsed. The provider has not ensured that staff receive supervisions to help improve practice and support their well-being. This means that staff's training needs are not fulfilled. Furthermore, due to a delay in the provider recruiting new staff there has been an impact on the well-being of the staff, which is not effectively supported by the provider.
- Staff support children's emotional development. When children become a little upset, staff quickly reassure them. They speak to the children with a caring and respectful manner and help them to form secure bonds with others. Children settle well and demonstrate that they feel secure.
- Children respond well to staff's high expectations of behaviour. For example, when children are going a little too fast on the bikes, staff explain to them why this might be unsafe, and children quickly listen and slow down. This helps children regulate their behaviour.

Safeguarding

The arrangements for safeguarding are not effective.

Significant weaknesses in leadership and management leads to poor practice from staff that does not effectively promote children's safety. Lack of training means staff are not well equipped or capable in their roles. This includes those conducting recruitment and supervisions. This does not ensure the suitability of new staff or the ongoing suitability of current staff. Low staffing and the lack of a suitably qualified and knowledgeable manager in place, has led to the setting having no clear individual to oversee the safe running of the nursery. The deputy manager and staff have an adequate knowledge of child protection, including the procedure to follow in the event of a concern about a child.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure there is a named deputy, who in the provider's opinion, is capable to take charge in the manager's absence	15/08/2023
provide staff with appropriate training and professional development opportunities to ensure they offer quality learning experiences, particularly for those children who have emerging additional needs	01/08/2023
implement regular staff coaching and supervision to review the quality of teaching and practise, identify training needs, and ensure staff well-being is well promoted.	01/08/2023

To meet the requirements of the early years foundation stage, the provider must:

	Due date
implement an ambitious curriculum that considers the individual needs, interests, and development of all children, and plan challenging enjoyable experiences for children in all areas of learning and development	22/08/2023
ensure all parents are informed of their child's key person to enable effective engagement and support for parents in guiding their child's development at home, including specialist support where appropriate.	22/08/2023

Setting details

Unique reference number	316754
Local authority	Bury
Inspection number	10293468
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	1 to 3
Total number of places	56
Number of children on roll	14
Name of registered person	Bury and Whitefield Jewish Nursery Governing Body
Registered person unique reference number	RP904103
Telephone number	0161 767 9390 and 0161 766 2888 (office)
Date of previous inspection	10 July 2019

Information about this early years setting

Bury and Whitefield Jewish Private Nursery registered in 1993 and is located in Bury. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above, and one holds a level 2. The nursery opens from Monday to Friday all year round. Sessions are Monday to Friday from 7.30am until 4pm, with the exception of bank holidays and Jewish holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Joanne Valek

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- 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 a joint observation of a group activity with the deputy manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023