

Inspection of King David Nursery

Wilton Polygon, Bury Old Road, MANCHESTER M8 5DY

Inspection date: 27 July 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children arrive happily and with confidence into the nursery. They greet staff with cuddles and excitedly share stories from home. Children have secure relationships with their key person and show bonds with their peers. They talk to each other and play cooperatively. Children's communication and language skills are good. They sit outside in the hut and retell their favourite stories. Additionally, younger children and babies join in with familiar songs and fill in the missing words as staff sing to them. Babies giggle and babble throughout their play. They are extremely content and enjoy warm interactions from the staff that care for them.

All children benefit from a range of experiences in the broad curriculum that is planned for them. They make good progress from the start and are supported to catch up if any delays in development are spotted. In the main, staff effectively support children's individual needs and interests during their teaching. Children behave well throughout the day and follow daily routines and self-care tasks with ease. They push each other around the outdoor playground on bicycles and help negotiate space together. Children love spending time in the garden, where they climb, run and make cakes in the mud kitchen. They have well-developed physical skills.

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

- Although the ongoing assessment of children is effective and summaries of learning are considered regularly, the progress check for children aged between two and three years is not consistently documented. This is a requirement for all early years settings. This said, gaps in learning are being identified and responded to in a timely manner to ensure children continue to make progress.
- Leaders have clear plans for all children in the nursery and they, mostly, help staff improve. However, supervision and coaching systems are not consistently effective in identifying the areas where staff need the most support in their knowledge and skills. For example, some staff ask children a number of consecutive questions they do not yet understand. Additionally, children are sometimes prompted to come away from an activity they are enjoying to take part in an adult-led game. Sometimes, children's learning is interrupted, as staff are not fully aware of how to adapt and use their skills to promote the best outcomes for all.
- Parents comment highly on the care and education their children receive. They are well informed about what their children do each day and how far their progress has come. However, some parents are not informed about what they can do to continue their children's learning at home. This said, parents know their child's key person and how to ask about developmental achievements or share information from home.

- Children with special educational needs and/or disabilities (SEND) are closely monitored. This supports children to keep reaching their goals. Leaders and staff work in liaison with external professionals to provide targeted support plans for children. As a result, children with SEND are happy, thriving and fully integrated into the nursery.
- Children develop independence skills from a young age and like to take ownership of some daily jobs. For example, young children like to reach up and ring the wind chimes, signalling tidy-up time. Older children learn how to listen for longer periods of time and persevere in the games they play. This helps them prepare for their move to pre-school.
- Sequenced learning is clear throughout the nursery as children build on what they have previously learned. For example, babies enjoy nursery rhymes chosen during a 'What's in the box?' activity. As children move into the next room, they practise and enhance these songs with new actions and words. As children reach the oldest room, they know a vast range of songs and actions. Furthermore, these songs are linked to stories and tales. Children's literacy is well supported.
- Children benefit from learning about the importance of a healthy lifestyle. They enjoy balanced, nutritious meals and snacks and understand the need to wash their hands and wipe their own noses.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good awareness about the local area and potential risks to children. They know where to report concerns for children. Staff know how to identify a range of indicators that may suggest child abuse. They know how to seek further information relating to child protection and make sure they understand the nursery's safeguarding policies. Staff know how to keep the nursery safe and secure. They implement effective risk assessments before children arrive. There are always ample staff on site with paediatric first-aid qualifications and they know how to attend to children's injuries or if they become unwell.

What does the setting need to do to improve?

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

	Due date
consistently complete and document the required progress check for children aged between two and three years.	30/10/2023

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

- strengthen supervision and coaching systems to help all staff improve and implement new skills and knowledge to help support even better outcomes for children
- implement consistent strategies that help all parents know how to help continue their children's learning and development at home.

Setting details

Unique reference number	500119
Local authority	Manchester
Inspection number	10301471
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	134
Number of children on roll	76
Name of registered person	King David Schools (Manchester) Committee
Registered person unique reference number	RP910752
Telephone number	0161 740 3481
Date of previous inspection	23 January 2018

Information about this early years setting

King David Nursery registered in 1995 and is situated in the Crumpsall area of Manchester. The nursery employs 23 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and eight hold qualifications at level 2. The nursery opens Monday to Friday, all year round, except for all Jewish holidays, bank holidays and a week in August. Sessions are from 8am to 5pm. The nursery provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Rachel Waterhouse

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 that into account in their evaluation of the provider.
- The manager and deputy manager joined the inspector on a learning walk and discussed the nursery's curriculum. They talked about what they want children to learn.
- Parents shared their written and verbal views of the setting with the inspector.
- The inspector observed the quality of teaching and interactions between staff and children and evaluated the impact this had on children's learning and development.
- The manager completed a joint observation with the inspector.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector sampled relevant documentation and reviewed evidence of staff suitability.

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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