

Inspection of Fayge Sufrin Kindergarten

Bnos Yisroel School, Leicester Road, Salford, Lancashire M7 4DA

Inspection date: 25 March 2025

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

The management team has placed deep thought into the design of the curriculum since the previous inspection. It has now implemented a curriculum that is engaging, ambitious and exciting for children. Staff support children's individual next steps in learning within the curriculum. They plan focused activities to support the developmental goals of children. Staff have discovered a renewed passion for teaching. They have implemented new ways to help ignite children's curiosity and love for learning. This reflects in the good progress that children make.

Staff are very nurturing. They work hard to give attention to every child. This helps children to feel heard and strengthens their bonds with staff. These strong relationships help children to feel secure at the setting. They are confident, expressive and well behaved. Even children who have recently started at the setting quickly settle and act 'at home' within the setting. As children feel so self-assured, they are well placed for learning and progression.

Staff feel happy in their roles. They feel supported and respected by the management team. They, in turn, mirror this behaviour back to children. This creates an environment of mutual respect in which children thrive.

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

- Much improvement has been made since the previous inspection. The management team is very proactive. It accepts feedback with a real drive to improve. The management team has worked hard to improve the curriculum and practice at the setting. It has invested in training and continues to work eagerly with other professionals, such as the local authority. This is reflected in the standards of provision. For instance, staff are well rehearsed in how best to lay children down to sleep and how to monitor children effectively during their naps.
- The management team is focused on supporting children's communication and language skills. Managers have supplied training for staff so that all adults understand how best to support children's listening and speaking skills. Staff fill the environment with spoken and written language. They feel strongly that a language-rich environment encourages children's learning. Older children are confident talkers. Younger children begin to babble and quickly build up their vocabulary banks.
- Books are freely available to children at all times. All children, including babies, independently seek out and look at stories. They smile as they look at the colourful pictures, and older children turn pages and scan the text confidently. Staff support this learning further by reading stories to children and pointing out what they can see in the books. This is an embedded aspect of the curriculum, and all children demonstrate an early love of literacy.

- All children play outdoors daily. The management team is passionate about supporting children's good health. Managers recognise the importance of regular fresh air and exercise for all children. They also help children to learn the benefits of good hygiene. Children know to wash their hands before eating and after wiping their noses. These independence skills help to prepare children for the next stages in their learning, including attending primary school.
- The management team recognises the importance of working in partnership with parents. Parents feel included in their children's learning and development and praise the staff and management team for their communication skills. This two-way flow of information helps parents to feel equipped to further support their children's learning at home.
- Children enjoy their time at the setting. Older children eagerly join the activities led by staff. They giggle as they squeeze egg shells in their hands, paint collaborative pictures and make collages. They show impressive levels of focus and show pride in their finished pieces of art. Younger children also enjoy group activities. However, at times, staff do not ensure that all children know what activities are on offer. For example, at busy periods, some children do not realise singing time has started as staff do not clearly introduce the session. That said, the youngest children still enjoy purposeful learning and are happy to play independently too.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- consider ways to organise group activities more effectively to support the youngest children to be actively involved.

Setting details

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| Unique reference number | 511447 |
| Local authority | Salford |
| Inspection number | 10377312 |
| 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 | 38 |
| Number of children on roll | 50 |
| Name of registered person | The Governors of Fayge Sufrin Kindergarten |
| Registered person unique reference number | RP528404 |
| Telephone number | 0161 792 3896 |
| Date of previous inspection | 11 November 2024 |

Information about this early years setting

Fayge Sufrin Kindergarten registered in 2001. The setting operates from 9am to 4pm from Monday to Thursday and on Friday from 9am to 12.30pm as well as Sunday mornings from 9.30am to 12.30pm, during the school term. There are 21 staff employed to work with the children; of these, 14 hold appropriate early years qualifications at level 3 or above.

Information about this inspection

Inspector

Shauneen Wainwright

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The deputy manager, manager and inspector conducted a joint observation of an activity.

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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