

Inspection of North Cheshire Jewish Nursery Education Trust

St. Anns Road, Heald Green, Cheshire SK8 4RZ

Inspection date: 23 July 2024

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

Staff provide a warm welcome to children and their families at this nursery. Staff have a shared passion for ensuring that children are happy, well cared for and reach their potential. Staff and leaders throughout the nursery know each child well. Children gleefully explore a sensory foam activity in the garden, and staff's response to each child supports their next steps. Children read about 'The Colour Monster' to explore their feelings and hug staff, saying, 'Now you feel loved!' It is clear children feel safe and secure as they snuggle down at sleep time with their key worker sat by their side.

Staff implement an ambitious curriculum that gives each child the knowledge they need and prepares them well for school. In particular, children's independence skills shine at mealtimes. According to their age, children help to set the table, pour their own drinks, put on their kippah and find their name on a place mat. Children wait patiently for their friends to serve themselves before praying together and enjoying a healthy meal.

Children's behaviour is good. Children are engaged in activity throughout the day and listen intently to staff. Staff are respectful to children. For example, in the baby room, staff show children a nappy and ask them to come and have their nappy changed. Children enjoy this one-to-one time as their key person talks and sings with them. In pre-school, children are given the time they need to finish activities before circle time begins. Children say, 'I'm happy now,' as they finish their drawing.

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

- The setting implements a well-planned and sequenced curriculum. Leaders consult with staff in each room to decide what is important for the children to learn. Staff use their thorough knowledge of the children they care for to make plans that meet their development needs. This curriculum runs through the nursery, ensuring that children build on what they know and can do. As a result, children make good progress.
- Staff collaborate effectively to support each child's individual learning needs. Staff ensure that learning continues at home by giving parents advice and resources, such as dual language books. Staff work closely with other agencies to ensure that children receive targeted support for their development. As a result, children make rapid progress to close gaps in learning.
- Staff prepare children well for school. They encourage children to talk about the mixed emotions they may feel about the transition. Staff familiarise children with their teachers, classrooms and playground through frequent visits. Consequently, children develop the positive attitudes to learning that they need to succeed.

- Staff share rhymes, stories and songs with children throughout the day. They use children's next steps in development to decide which books to use. For example, they read a farmyard book to increase the animal sounds children know and can say. Staff read engagingly, and this promotes children's understanding of the English language and widens their vocabulary.
- Overall, staff promote positive behaviour. They give children clear expectations, and children understand how rules keep everyone safe and happy. However, staff also implement strategies with rewards and consequences which provide children with a different motivation to behave positively. Consequently, children do not consistently learn to self-regulate their own behaviour.
- Staff encourage children's positive attitudes to learning. Children show high levels of curiosity. Staff are always happy to answer their questions, such as 'Why do we count backwards when tidy-up time gets nearer?' or 'Why is your hair red?' However, at times, experiences do not provide opportunities for children to explore and be curious. As a result, children are not challenged to find out answers and solve problems independently.
- Staff give children lots of support to understand their own emotions. For example, in the pre-school room, children choose a colour that represents their feelings and are able to describe their reasons. Children say, 'I feel sad because my friend isn't here today.' As a result, children are empathetic to their friends and are beginning to manage their own feelings.
- Leaders have an ambitious vision for the care and education they want to provide for all children. The leaders are reflective, proactive and strive to make changes to any areas they identify for development. As a result, there is a culture of constant improvement in the setting.

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:

- evaluate the effectiveness of recently implemented behaviour strategies to ensure that children are consistently supported to make positive behaviour choices
- provide opportunities to learn through exploration and discovery to support active learning.

Setting details

Unique reference number	EY340703
Local authority	Stockport
Inspection number	10346885
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	55
Number of children on roll	31
Name of registered person	North Cheshire Jewish Nursery Education Trust
Registered person unique reference number	RP526505
Telephone number	0161 282 4901
Date of previous inspection	30 August 2018

Information about this early years setting

North Cheshire Jewish Nursery Education Trust registered in 2006 and is situated within the grounds of North Cheshire Jewish Primary School. The nursery employs 11 members of childcare staff. Of these, one holds an early years qualification at level 6, four hold a qualification at level 3 and three are qualified to level 2. The manager holds a level 5 qualification. Three members of staff are unqualified. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm, apart from Friday, when the setting closes at 4.30pm.

Information about this inspection

Inspector
Natalie Myatt

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.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out joint observations of group activities with the 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.

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