

Inspection of Shoresh

Brighton & Hove Hebrew Congregation, 31 New Church Road, Hove BN3 4AD

Inspection date:

23 April 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children show confidence and that they feel safe and secure at this welcoming setting. Children who are new to the setting settle in quickly with gentle support from staff. Staff are good role models who promote respectful behaviours, such as reciting blessings before meals. Staff are effective at helping children to learn about the Jewish faith, traditions and celebrations. This includes Mitzvah, where children share what they have done to help others. Children receive lots of praise, and this boosts their self-esteem.

Staff provide a range of activities for children to enjoy, and children receive caring interactions from staff. However, the quality of teaching is not consistent to challenge children's learning and help them make the progress they are capable of. There has been a recent change in management, and it fully recognises the weaknesses in the current provision and has a very positive attitude to making improvements. However, managers have not yet had time to embed changes and provide the support staff need to understand the intent of activities and how to extend them, to ensure that children's learning is tailored to their individual needs. Nevertheless, staff provide opportunities for children to develop their language skills, for example through stories and songs.

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

- Staff know the children well and can identify their current learning and next steps. However, the curriculum is not yet fully embedded to support challenging and focused teaching from staff. For example, staff do not focus enough on what they want children to learn from activities and do not always identify teachable moments as they arise. Staff do not have a strong understanding of how they can make full use of the readily available resources and the environment to support the topics they plan.
- There is a new management team in place with a clear vision. It has honestly evaluated the quality of the provision and recognises the nursery requires more work to drive improvement in relation to certain aspects of practice. Managers have a robust action plan in place and are seeking external support to help fulfil these plans. Opportunities for staff to receive training, mentoring and supervision are improving but not yet embedded to have an impact on the quality of teaching. Despite this, staff comment that they feel well supported.
- The key-person system is satisfactory. Staff use what they know about children to plan topics, such as the arrival of a new sibling at home. They read stories about the experience of bringing a new sibling home and encourage children to talk about what this may feel like. There is sound support for children who speak English as an additional language.
- Children learn about their Jewish heritage and immediate community. However,

staff have not fully considered how they can provide opportunities for children to increase their understanding of diversity, different cultural celebrations and their wider community.

- Children learn what it means to be kind and respectful to others. They behave well, and older children listen intently to staff and have a good attitude towards their learning. Minor disputes are handled well by staff who gently teach children about sharing and taking turns.
- Staff ensure that children have regular opportunities to play outside in the nursery garden. Babies and toddlers play alongside older children and siblings, which helps the older children to learn about being careful around their younger peers. Babies confidently pull themselves to standing to explore the sand and water. Older children have fun hiding objects around the garden for their friends to find. They enjoy tapping wooden sticks faster or slower to guide their friends to find the hidden toy.
- Parents are very complimentary about the new management team. They comment on the good communication and how leaders are open to ideas and suggestions. Leaders are aware, however, that parents do not receive clear information about the different areas of learning. In addition, although parents receive regular updates on children's care and the activities they have participated in, this is not always personal to each individual child, to enable parents to gain a clear understanding of their child's progress.

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

	Due date
provide staff with effective training and ongoing support to ensure they understand the curriculum intent and how it should be delivered, so that their teaching consistently focuses on what they want children to learn.	23/07/2025

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

- provide greater opportunities for children to strengthen their understanding of diversity and the wider world
- review and improve the information provided to parents about the different areas of development, including their child's individual progress and planned next steps in learning.

Setting details

Unique reference number	2746486
Local authority	Brighton and Hove
Inspection number	10391470
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 5
Total number of places	32
Number of children on roll	17
Name of registered person	BNJC
Registered person unique reference number	2746484
Telephone number	07909834586
Date of previous inspection	Not applicable

Information about this early years setting

Shoresh registered in 2023. It is a Jewish independent nursery, located within a community centre run by the Brighton & Hove Jewish Community (BNJC). The nursery is organised across two spaces within the complex. Babies and children under two years are cared for in a converted first-floor flat, while children aged two years and older are based in a group room on the ground floor. The nursery reflects Jewish faith teachings but is open to the whole community. It is open Monday to Thursday, from 8am to 5.30pm, and on Friday from 8.30am to 1pm, for most of the year. The nursery employs seven staff who work directly with the children, five of whom hold appropriate childcare qualifications at level 2 and above. It provides government funded early education places for children aged from nine months to four years.

Information about this inspection

Inspector
Nicky Hill

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of an activity 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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