

BOSH 5

Roll Crescent Primary School, Rolls Crescent, MANCHESTER, M15 5FT



Inspection date	27 September 2016
Previous inspection date	13 February 2014

	This inspection:	Good	2
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is good

- An effective key-person system is in place which supports children's emotional well-being. Warm and positive attachments are in place between children and staff. Staff nurture children's needs well and children are settled and happy. Children's behaviour is good.
- The staff have worked hard to create an environment which is welcoming and engaging. There is a wealth of different activities and resources available which complements children's learning in school and supports their individual interests.
- Positive partnerships are in place with teachers at the school. Information is regularly exchanged to ensure a consistent approach in meeting children's individual needs.
- Children access the outdoors every day and enjoy healthy options at snack time. This supports children's physical development and understanding of healthy lifestyles.
- The management team regularly evaluates the service provided and welcomes the views of children and parents to make consistent improvements. The team has identified different areas of the provision it would like to develop in the future.

It is not yet outstanding because:

- Information gained from parents on entry does not contain detailed information about children's interests, in order to better support children to settle into the group.
- Staff do not always have the opportunity to share skills with one another and further their professional development in a variety of different ways.

What the setting needs to do to improve further

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

- develop ways to consistently gain information from parents on entry about children's interests, in order to better support children's individual needs when they start at the group
- build on existing systems of supervision to support all staff members to share their skills and deepen their knowledge, in order to improve their practice further.

Inspection activities

- The inspector observed the quality of teaching and interactions between children and staff during activities indoors and outdoors, in order to assess the impact this has on children's learning and development.
- The inspector held a meeting with the provider and the manager. She looked at relevant documentation, such as training records, policies and procedures, risk assessments and evidence of the suitability of staff working in the group.
- The inspector spoke to children about the activities they enjoyed at the group and took account of their views.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Elisia Lee

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of the appropriate authorities to contact if they have concerns about a child's welfare. They place a strong emphasis on children's safety through daily checks and good practice, such as robust systems for the selection and recruitment of new staff. Staff attend regular supervision sessions, staff meetings and training opportunities to support their continued professional development. Staff welcome the views of children to bring improvements in the group through creative ways. For example, children help to produce a newsletter for parents and contribute to ideas for planned activities. Staff evaluate the environment regularly to support children's interests and needs. Partnerships with school staff are in place to help support children's individual needs while at the group.

Quality of teaching, learning and assessment is good

Qualified and experienced staff have a good understanding of how to support children's developing skills as they play. Staff consider how activities can support the needs of younger and older children. They offer activities which complement children's experiences in school through speaking with teachers to share planned activities. For example, children have recently taken part in a story writing competition which has supported their literacy skills. Children enjoy making bracelets, decorating large stones using different materials, role play and making their own sensory bottles. Staff reshape children's learning through initiating discussion and suggesting ideas as children play. Children work together well and experience challenge and teamwork as they take part in team games outside. The environment is welcoming and calm and children quickly settle after a full day at school.

Personal development, behaviour and welfare are good

Staff have developed a friendly environment which warmly welcomes children and families. Staff are positive role models for children; they join in children's play and help to shape their learning. They have high expectations for children and consistently promote using good manners and considering the needs of others. Children listen carefully to staff, which helps them understand routines and boundaries. Staff listen to children, value their opinions and promote independence skills. Children have the opportunity to appreciate living a healthy lifestyle through engaging in innovative activities. For example, the group has recently started their own football team which plays against other groups in the area. Partnerships with parents and school staff are firmly in place, which helps to support children's individual needs.

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Setting details

Unique reference number	EY458570
Local authority	Manchester
Inspection number	1041631
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 11
Total number of places	40
Number of children on roll	42
Name of registered person	Bosh Limited
Registered person unique reference number	RP909072
Date of previous inspection	13 February 2014
Telephone number	07563918354

BOSH 5 was registered in 2012. The group is one of four settings managed by BOSH Limited. The setting employs four members of childcare staff, three of whom hold appropriate early years qualifications at level 3 and above. The setting operates from 3pm to 5.45pm Monday to Friday, during term time only.

This inspection was carried out by Ofsted 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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First Steps Day Nursery

Central Manchester University Hospitals NHS Foundation Trust, Manchester Royal Infirmary, Oxford Road, MANCHESTER, M13 9WL



Inspection date	29 September 2016
Previous inspection date	9 November 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The leadership and management team show a strong commitment to improving outcomes for all children. They have high expectations for all children. Systems are in place to evaluate all aspects of the provision to inform continuous improvement.
- Staff get to know children and families well. They work closely with parents to provide consistency of care and learning for children. This has a positive impact on their well-being.
- The well-qualified staff plan exciting activities and, generally, children can select from a wide range and follow their own ideas. For example, children choose from a variety of utensils and containers while digging in the mud kitchen. Children make good progress.
- Parents appreciate the close attention the key person places on their individual preferences for their child's care. A gradual settling-in process works well, helping children to settle quickly and gain close attachments to adults. Young children are offered reassurance and cuddles. Older children show confidence as they speak to adults about their needs.
- Partnerships with external agencies are good and make a strong contribution to meeting children's needs and providing continuity in learning.

It is not yet outstanding because:

- Occasionally, staff do not fully use questions consistently to challenge children's thinking even further.
- Staff do not make the most of opportunities for children to access the well-resourced outdoor environment when planning activities to support their learning.

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What the setting needs to do to improve further

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

- enhance questioning skills that challenge children's thinking and help them make even more progress
- explore ways that effectively meet the needs of children who prefer to learn and play outdoors more consistently.

Inspection activities

- The inspector observed the quality of teaching, both indoors and outdoors, and assessed the impact on the children's learning.
- The inspector spoke to the manager, deputy manager, staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation, such as children's learning journeys and planning.
- The inspector looked at policies and procedures and checked evidence of staff qualifications and suitability.
- The inspector took into account the views of the parents during the inspection.

Inspector

Lindsey Wallwork-Jones

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of their responsibilities to safeguard children. They know the procedures to follow in the event of any concerns about children's welfare. Recruitment procedures are robust. Staff are thoroughly vetted to ensure they are suitable to work with children. They have a comprehensive induction to help them to become familiar with policies and procedures. Appraisal and supervision meetings take place regularly and training needs are discussed. The management team role models good behaviour for staff and evaluates the observations and assessments they carry out. Self-evaluation processes work well. Parents and staff contribute to changes and are actively involved in reviewing the benefits for children's learning. Children's individual progress is assessed closely to identify any gaps in their learning and development. This ensures children swiftly receive any additional support they may need.

Quality of teaching, learning and assessment is good

Children, generally, play in a well-planned environment. They enjoy varied activities to explore and create. Older children play alphabet games, matching sounds and letters. Younger children use their hands to explore the texture of cornflour and water during a sensory experience. Staff make careful observations of children and regularly assess their levels of development to support their good progress. They gather ongoing information from parents about children's home life. For example, children take home a teddy bear at weekends and record their experiences. Overall, staff support children's learning well.

Personal development, behaviour and welfare are good

The environment is warm and welcoming. Resources, overall, are stored to enable children to independently select what they want to play with for themselves. Children's behaviour is very good. Staff are excellent role models. Parents speak highly of the staff and the service that they provide. Children learn about healthy lifestyles and good hygiene procedures. For example, they pour water into their own cups and find placemats at the table ready for lunchtime. Staff help children to be respectful towards those who hold different ideas and beliefs to their own. For example, they celebrate different festivals and learn about other cultures and faiths.

Outcomes for children are good

Children develop confidence and independence. Overall, they make choices about what they like to do and begin to manage their own care needs. Social skills are emerging and children learn to share and take turns. Older children solve problems and they work out the ingredients they need to make dough. They make birthday cakes and develop their mathematical language to discuss size and shape. Children are making good progress. They are well prepared for what they need to learn next and their eventual move to school.

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Setting details

Unique reference number	EY302828
Local authority	Manchester
Inspection number	1059694
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 05
Total number of places	89
Number of children on roll	92
Name of registered person	Manchester Hospital School and Home Teaching Service
Registered person unique reference number	RP901890
Date of previous inspection	9 November 2012
Telephone number	0161 276 4491

First Steps Day Nursery was registered in 2005. It is within the grounds of Manchester Royal Infirmary in Manchester. The nursery employs 24 members of childcare staff, all of whom hold appropriate child care qualifications. The nursery is open each weekday from 7.15am until 6pm, except for public holidays. There is also a compulsory closure for two days during February each year for staff training. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

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Lemon Tree Manchester Ltd



Uk College Of Arts And Technology, 703 Stockport Road, Manchester, M12 4QN

Inspection date	29 September 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The observations and assessments made of children's learning in some cases are not frequent or accurate enough. Therefore, the manager and staff do not have a clear picture of the progress all children are making.
- Managers have not looked at the impact of staff training well enough. As a result, staff lack confidence in the assessment procedure used at the setting. This means that they are on occasions unable to demonstrate whether any gaps in development have been identified and addressed.
- Teaching does not always ensure that children's learning is challenging enough. This is because some staff miss opportunities to use questioning to extend and challenge during activities.

It has the following strengths

- Staff are warm and welcoming. They form positive relationships with parents and they work well together to support children's emotional well-being.
- Children have good opportunities to carry out a variety of personal care tasks and to become independent. For example, they enjoy helping to prepare their own snack and tidying away toys.

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What the setting needs to do to improve further

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

- | | Due Date |
|--|-----------------|
| ■ improve the use of information gained from observations and assessments of children's learning, to target their next steps and to help close any gaps in their development. | 22/10/2016 |
| ■ improve the effectiveness of training and coaching to ensure that all staff have a secure understanding of the assessment process and understand the progress children are making. | 22/10/2016 |

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

- strengthen the quality of teaching by ensuring that questioning used during activities helps children to think through new ideas and concepts.

Inspection activities

- The inspector observed activities in the play areas inside, as well as the outside play space.
- The inspector spoke to members of staff at appropriate times during the inspection and conducted a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector
Stephanie Nixon

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The manager and staff have a secure knowledge of the safeguarding and welfare requirements and regularly review any risks in the environment. This helps to keep children safe. The management team supports staff's ongoing professional development and encourages them to access further training. However, it has not identified that some staff lack confidence in the assessment process used at the setting. This impacts on the accuracy of their understanding of the progress children have made during their time at the setting. The management team have identified the strengths and weaknesses of the nursery and have a clear commitment to continuous improvement. The setting have implemented a system to track the progress made by groups of children. However, the quality of the information gathered about what children can do and any areas of weakness has not been closely monitored. As a result, the tracking system does not give an accurate picture of the progress that children are making.

Quality of teaching, learning and assessment requires improvement

Staff provide a wide variety of learning experiences for children that encourage them to play as soon as they arrive, and to engage independently in their favourite activities. Children develop early mathematical skills as they weigh the ingredients to make their own playdough. Staff make observations of children in play and plan stimulating activities linked to their interests. For example, children enjoy building a train track with their friends. This encourages their physical and communication skills. However, staff do not provide sufficient challenge and questioning. This impacts on the overall quality of teaching and what children learn. Staff lack confidence in the assessment procedures. As a result, they are unclear about the progress some children are making and whether there are any gaps in children's knowledge and understanding.

Personal development, behaviour and welfare are good

Children have access to a high quality learning environment both inside and outside, which covers the seven areas of learning. Staff have developed very good relationships with parents, who speak positively about the care their children receive. Children are confident learners who independently select their own resources, even when they are new to the setting. Staff are good role models; they play alongside children, and actively encourage good behaviour. Staff support children's healthy lifestyles well. They ensure that children have healthy meals and regular opportunities to play outdoors. This promotes their physical skills.

Outcomes for children require improvement

Generally, children are happy, safe and engage well. They gain some skills that prepare them for future learning and school. For example, children develop early literacy skills when supported to write their own names. Children are also supported and encouraged by caring staff to enjoy counting and to use mathematical language as they play. However, the weaknesses in the current assessment procedures mean that any progress children are making cannot be clearly demonstrated.

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Setting details

Unique reference number	EY494401
Local authority	Manchester
Inspection number	1072359
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	80
Number of children on roll	68
Name of registered person	Lemon Tree Manchester Ltd
Registered person unique reference number	RP534491
Date of previous inspection	Not applicable
Telephone number	07725986468

Lemon Tree Manchester Ltd registered in 2015 and is situated in the Levenshulme area of Manchester. The setting employs 15 members of childcare staff. Of these, 14 hold appropriate childcare qualifications. The setting opens each weekday from 7:30am to 6:30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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