

# Leo Kelly Centre Nursery

77 Dickenson Road, Manchester, M14 5AZ



<b>Inspection date</b>	23 November 2016
Previous inspection date	12 September 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The headteacher and manager are highly committed to offering the very best early years experiences to children and their families. They have instigated robust changes to support staff to be the very best they can be. An exceptionally sharp focus on staff development, through highly targeted supervision sessions, has an extremely positive impact on the high-quality teaching taking place.
- Staff know children extremely well. Through highly accurate observation, assessment and secure tracking of children's progress, they are able to meticulously meet children's individual needs and interests. Children are making consistently high rates of progress across all areas of learning and development.
- The manager and staff use highly effective methods to help them reflect on and evaluate the quality of teaching and the impact this has on children's learning. For example, staff complete focused observations on each other's engagement with children during activities.
- Partnerships with parents are excellent. Extensive systems are in place to share information with parents and they are completely involved in every stage of their children's learning. Staff give superb encouragement, support and guidance to parents to enable them to continue their children's learning at home. Parents value highly the compassionate care that they and their children receive.
- Children's well-being is given the highest priority by staff. Children form strong emotional attachments with their designated member of staff. They settle in very easily and establish excellent routines to encourage positive behaviour.

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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:**

- extend and enhance further the excellent opportunities for outdoor learning for those children who prefer to learn outdoors.

### **Inspection activities**

- The inspector observed the quality of teaching, both indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to the 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 parents during the inspection.

### **Inspector**

Lindsey Wallwork-Jones

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

The arrangements for safeguarding are effective. The headteacher, manager and staff show a firm commitment to ensuring that children's safety is prioritised at all times. Staff have an excellent and robust understanding of the nursery's policies. In particular, their individual responsibilities to safeguard children. The manager is extremely skilled at evaluating the quality of the provision, incorporating the views of parents, staff and children. This helps to significantly enhance experiences for children and improve practice. For example, outdoor provision has been successfully redeveloped to create a safe and enriched high-quality learning environment. The manager plans to improve the outdoor provision further to ensure children who prefer to learn outdoors gain the maximum learning experience. The headteacher and manager work in full partnership to implement rigorous recruitment procedures which ensure staff are suitable to work with children.

### **Quality of teaching, learning and assessment is outstanding**

Staff are extremely responsive to the needs and interests of children. They have an exceptional understanding of how children learn. Planning is highly effective and takes account of children's individual interests and next steps in learning. Staff are extremely successful in increasing children's sense of curiosity in the activities they provide. For example, babies listen to their key person singing and follow the actions of the hand puppets. Staff provide excellent opportunities for babies to develop their physical skills. For example, babies play on the floor rolling over, stretching and reaching for stimulating resources.

### **Personal development, behaviour and welfare are outstanding**

Excellent steps are taken to work with parents to sensitively introduce children to the nursery. The key-person system is highly effective and babies form secure attachments. Children thrive in this warm, friendly, welcoming environment. Parents receive advice and a wealth of support from staff about healthy lifestyles. For example, staff support parents with weaning advice and how to prepare healthy meals for their babies. Impressive partnerships with external agencies support parents and children to achieve positive outcomes for future development and progress.

### **Outcomes for children are outstanding**

Children are making excellent progress in all areas of learning in relation to the information gathered when they first start at nursery. Children demonstrate strong perseverance and attention to tasks and become highly inquisitive learners. They respond to new, exciting experiences with awe and wonder. Children quickly develop an enjoyment of singing and rhymes. Typically, they make the greatest progress in their personal development and their ability to talk and listen. They demonstrate the characteristics of effective learning. Children are extremely well prepared for the next stage in their learning, including the eventual move to school.

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## Setting details

<b>Unique reference number</b>	EY443401
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1060036
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	15
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	Manchester Hospital School and Home Teaching Service
<b>Registered person unique reference number</b>	RP901890
<b>Date of previous inspection</b>	12 September 2012
<b>Telephone number</b>	0161 2252199

The Leo Kelly Centre Day Nursery was registered in 2012. It is part of the Manchester Hospital School Home Teaching Service and is managed by the Leo Kelly Centre. The nursery opens Monday to Friday during term time only. Sessions are from 9am until 3.30pm. The nursery employs three members of childcare staff. Of these, two hold a qualification at level 6 and one holds level 3.

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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