

# Moss Side Nursery

197 Claremont Road, Manchester, M14 4JF



**Inspection date** 6 February 2017  
Previous inspection date 30 June 2016

	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- The arrangements for the day-to-day management of the nursery are not clear or consistent. The provider does not ensure that there is a suitably qualified and experienced deputy to take charge in the absence of the manager. Staff are not clear about who is responsible in the absence of the manager.
- The provider is not meeting the learning and development requirements. The assessments of children's learning are not being used to ensure that children make good enough progress.
- Staff working with babies have not received training that specifically addresses the care needs of the youngest children in the nursery.
- Staff do not ensure that children who speak English as an additional language have the same opportunity as English speaking children to enjoy story time.
- The provider's self-evaluation is not effective. It is not focused on identifying all areas for development, key priorities for improvement and on improving learning outcomes for all children.
- Staff do not share information with parents to provide consistency in supporting all children's care and learning needs.
- Staff have not developed relationships with local schools to help older children to be socially and emotionally ready for the transfer to school.

### It has the following strengths

- Children's physical health and well-being are supported. Staff promote positive hygiene routines. Children have opportunities to be physically active indoors and outside.

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## **What the setting needs to do to improve further**

### **The provision is inadequate and Ofsted intends to take enforcement action**

We will issue a Welfare Requirements Notice requiring the provider to:

- |  | <b>Due Date</b> |
|--|-----------------|
| ■ ensure there is a named deputy who is capable and qualified to take charge in the manager's absence and that staff are fully aware of who is in charge, so that arrangements for the day-to-day management of the setting are consistent and effective | 06/03/2017      |
| ■ ensure that at least half of all staff working with babies have received training that specifically addresses the care of babies   | 06/03/2017      |
| ■ ensure that there is a regular two-way flow of information with parents and providers, so that there is continuity in children's care and learning   | 06/03/2017      |
| ■ ensure that arrangements for supervision of staff are effective and identify required training, coaching and support for practitioners in order to meet the needs of children.   | 06/03/2017      |

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

- |  | <b>Due Date</b> |
|--|-----------------|
| ■ improve the assessment of children's progress, in order to identify gaps in learning and to arrange swift intervention which will help children to make good progress in all areas of their learning and development | 06/03/2017      |
| ■ ensure that opportunities are available for children who speak English as an additional language to engage in planned activities, such as story time.  | 06/03/2017      |

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### **Inspection activities**

- The inspector had a tour of the nursery. She observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to the provider, staff and children at appropriate times during the inspection.
- The inspector held ongoing discussions with the provider and local authority adviser and completed a joint observation with the provider.
- The inspector looked at relevant documentation, such as children's learning records and planning. She looked at policies and procedures, risk assessments, discussed self-evaluation, action plans and checked evidence of staff qualifications and suitability.
- The inspector took account of the views of parents through discussion during the inspection and written feedback provided prior to the inspection.

### **Inspector**

Layla Louise Davies

## Inspection findings

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

The provider has not taken effective steps to address the action raised at the last inspection relating to the learning and development requirements. This does not demonstrate a capacity to improve. Monitoring of the educational programme is not effective, which has a significant impact on children's progress. Self-evaluation is not effective. The provider has failed to identify weakness in practice, in order to drive forward improvements. Safeguarding is not effective. On the day of inspection there was no manager or deputy present and staff were unsure about the management structure. This does not protect children's welfare. Despite this, staff are confident in recognising the possible signs of abuse and neglect. They know the procedure to follow and to report any concerns to the manager. Staff have one-to-one meetings with the manager. They attend some training to keep updated with any changes to legislation, policy and practice. However, staff working with the youngest children have not received specific training to make sure they provide the best possible care to this group of children. Staff interrupt babies play to carry out daily routines and to take them outside. This does not support the individual needs of babies.

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

The assessment of children's progress is not well used throughout the nursery to ensure all staff know individual children's level of development. Nonetheless, staff are well qualified and undertake general observations of children at play. This helps them to plan some activities that children enjoy. Babies investigate the texture of jelly. Pre-school children listen to favourite books. Staff use animated language to engage most children in what they are doing. This contributes towards children's developing listening and attention skills. However, children who speak English as an additional language are not supported well enough. They do not understand the words spoken in English and fail to follow the story. They lose interest as they sit and watch. This does not support their confidence and meet their individual learning needs.

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

Staff gather some information from parents on entry, which generally helps children to settle. However, the strategies used to share information with parents are not used well enough, to provide consistency in supporting children's care and learning needs. Staff have developed relationships with other professionals, which helps to support the development of children who have special educational needs and/or disabilities. This contributes towards them making some progress in relation to their skills and capabilities on entry. However, staff have not yet established relationships with local schools, to help older children to be socially and emotionally ready for the next stages in learning. Children generally behave well in relation to their age.

### **Outcomes for children are inadequate**

Gaps in children's learning are not always identified, due to weaknesses in the monitoring and assessment processes. Some children, including children who speak English as an

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additional language and those in receipt of additional funding, are not well prepared for the next stages in learning and the move to school.

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## Setting details

<b>Unique reference number</b>	EY470450
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1056236
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	The Starlight Links Limited
<b>Registered person unique reference number</b>	RP903264
<b>Date of previous inspection</b>	30 June 2016
<b>Telephone number</b>	0161 258 8954

Moss Side Nursery was registered in 2013. The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 or above, including two members of staff who hold qualifications at level 6. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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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# Didsbury Childminding Services

8 Gawsorth Avenue, Manchester, M20 5NF



<b>Inspection date</b>	9 March 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- On the day of the inspection, the provider was unable to demonstrate that all staff have been suitably vetted. This breach of the safeguarding and welfare requirements means that children's safety and welfare are compromised.
- The provider does not always ensure that there is a capable and knowledgeable deputy to take charge of the provision when she leaves the premises. As a result, staff are poorly deployed and children's needs are not met in a timely manner.
- The provider's monitoring of the provision is not effective in ensuring that the quality of teaching consistently meets children's needs. Planned group activities, including those delivered by external providers, are not always developmentally appropriate. As a result, children are not engaged in meaningful learning that provides appropriate levels of challenge to help them make good progress.

### It has the following strengths

- Children make independent choices about their play from a wide range of low-level resources. Babies' sensory development is promoted through a variety of activities.
- The provider has built effective links with parents and other providers at settings that children also attend to help provide some continuity in their individual learning.



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## **What the setting needs to do to improve further**

### **The provision is inadequate and Ofsted intends to take enforcement action**

We will issue a Welfare Requirements Notice requiring the provider to:

	<b>Due Date</b>
■ ensure that records are easily accessible and available for inspection; this is specifically in relation to records to demonstrate the suitability and qualifications of staff	10/04/2017
■ ensure that staff are deployed effectively at all times to meet the needs of children	10/04/2017
■ ensure that an appropriately qualified and capable deputy takes charge of the provision in the absence of the manager	10/04/2017
■ implement systems for effective supervision of staff and to identify appropriate support, coaching and training, in particular with regard to the quality of teaching.	10/04/2017

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

	<b>Due Date</b>
■ ensure that activities are developmentally appropriate and take into account children's individual needs, interests and stage of development, so that they receive a challenging and enjoyable experience that supports them to make good progress.	10/04/2017

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### **Inspection activities**

- Ofsted carried out this inspection as a result of a risk assessment, following information we received about this provider.
- The inspector had a tour of the premises and accompanied staff and children on an outing to the park.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with the provider who is also the manager, staff, an external teaching provider and children at appropriate times throughout the inspection.
- The inspector carried out joint observations of focused activities and evaluated the quality of teaching with the provider.
- The inspector looked at relevant documentation, including records of children's learning and development, safeguarding procedures, risk assessments and a selection of policies.
- The inspector spoke to a number of parents during the inspection and took account of their views.

#### **Inspector**

Kate Smith

## Inspection findings

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

The arrangements for safeguarding are not effective. On arrival, the inspector found no manager or deputy on the premises. The manager had left the setting to take children to school and as provider, did not ensure that there was a capable and qualified member of staff to take charge in her absence. Consequently, staff deployment during this time did not provide emotional security for crying babies. The manager was unable to provide information to evidence the suitability of staff, which was identified as a weakness at a previous inspection. Despite these weaknesses, the manager and staff have a suitable understanding of the signs and symptoms of abuse and neglect and know where to refer concerns about a child in the setting. The manager works alongside staff and offers advice to help support planning next steps in children's learning. However, monitoring is not robust enough to ensure that the quality of teaching is consistently adequate. That said, the manager is a very experienced childcare practitioner and is passionate about providing a wide range of learning experiences for children.

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

The staff are able to describe what their key children enjoy and where they are in their development. However, this does not always translate into planned activities that meet their next steps in learning. Babies and children become bored and disinterested in some activities as these are not developmentally appropriate. This has a negative impact on their learning. For example, babies sit at a table and their painted fingertips are transferred onto a worksheet. A baby who is reluctant to touch the paint is encouraged to touch the holes in a plastic strip instead. During the activity staff count how many prints have been made. This shows that staff do not fully understand how to provide activities tailored to meet children's stage of development. Older children listen to stories, which help to support their literacy skills. They are encouraged to recognise numerals and find quantities of objects, which fosters their mathematical skills. However, more capable children are not always given sufficient challenge to extend their learning. For example, staff do not encourage children to use scissors independently in their craft activities.

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

Staff share warm supportive relationships with children. However, the deployment of staff does not enable them to fully support children's needs. This means that children's welfare and emotional well-being are not always given sufficient regard. Staff encourage children to share and take turns. They use explanations to help support children's understanding. For example, staff remind them to be careful when pouring sand to ensure it does not go in their eyes. Babies and children spend time together for large parts of the day. This enables siblings to play together, which helps to support their emotional security. Staff help to support children's awareness of healthy lifestyles as they encourage them to eat healthy meals and exercise. Babies' emerging walking skills are promoted and older children climb and balance, fostering their coordination. Children gain an awareness of diversity through visits into the local community. Parents' comments are positive regarding the provision. Gradual admission helps them to share information about children's needs. Staff promote children's self-care skills and independence through daily routines.

### **Outcomes for children are inadequate**

Weaknesses identified in the quality of teaching mean that at times, babies and younger children learn very little during planned activities. This means that they are not helped to make good progress and at times become disinterested and demotivated to learn. This does not help them to be confident learners or support them to be well prepared for their future learning. Nevertheless, older children do acquire some basic skills to help them when they move on to starting school. They use a range of writing material, such as felt tips and chalk to draw pictures, and attempt some basic letter formation.

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## Setting details

<b>Unique reference number</b>	EY494792
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1086108
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	28
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Didsbury Childminding Limited
<b>Registered person unique reference number</b>	RP910986
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07583084504

Didsbury Childminding Services was registered in 2016. The setting employs 14 members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, seven hold qualifications at level 2 and four are unqualified. The setting opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. It provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs and/or disabilities.

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# Tiddlywinks Day Nursery Ltd



Taunton Street, Ancoats, MANCHESTER, M4 7FA

<b>Inspection date</b>	8 February 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Not applicable	
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 management team is highly skilled and consistently strives to offer a first-class childcare service responsive to children's individual needs. The staff team is extremely knowledgeable and shares the same vision and expectations for children in their care.
- All staff nurture children's needs exceptionally well. The high-quality teaching supports children in becoming independent and motivated learners. All children are well prepared for the next stage in their learning and make excellent progress in their learning and development.
- Children who have special educational needs and/or disability are supported by highly caring and nurturing staff. Established partnerships are in place with a wide range of other professionals to ensure that support is targeted to children's individual needs.
- Staff complete robust assessments of children's developing skills and offer activities that target children's learning. Parents regularly contribute to the assessment process and share information about the skills children learn at home. Staff are extremely quick to address any gaps in children's learning and provide targeted support.
- Staff are superb role models for children. The embedded key-person system helps children to build positive relationships with staff, while developing their independence and a thirst for learning. Children's behaviour is excellent.
- The management team and staff complete purposeful evaluations of the nursery. The views of parents are sought and always acted upon. There is a constant drive to enhance and develop provision. Partnerships with parents and professionals significantly enhance the level of care given to children.

## **What the setting needs to do to improve further**

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

- continue to offer even more excellent opportunities for children to follow their natural interests.

### **Inspection activities**

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with the provider, manager, staff, local authority officer, children's centre manager and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### **Inspector**

Elisia Lee



## Inspection findings

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

The management team and staff have an excellent understanding of the early years foundation stage. The arrangements for safeguarding are effective. Staff demonstrate a deep understanding of safeguarding practice and know who to report any concerns to should they need to. All staff share the same vision of high-quality childcare and are passionate about supporting children to reach their maximum potential. Robust performance management systems are in place to raise the quality of teaching even further. There are comprehensive inductions, mentoring and teaching observations that are completed to share good practice. A varied training programme is in place that supports staff knowledge and continued professional development. The management team has an excellent understanding of how to motivate staff to become reflective practitioners.

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

Staff are very knowledgeable about supporting children's learning. They skilfully observe children as they play and plan imaginative activities that engage children through their natural interests. Teaching motivates children to become active learners. For example, younger children enjoy taking part in music and movement sessions to learn about the value of exercise. Pre-school children enjoy reading a familiar book before re-enacting the story in role play scenarios, identifying initial letters of different foods and making pretend food using clay. Staff have a deep understanding of their key children's needs and are adept at adapting activities to support their learning. Strong partnerships with parents enhance children's learning even further. Parents actively contribute to their child's learning through loaning resources to use at home. Staff are considering additional ways of enhancing learning experiences in the outdoor environment.

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

Staff have created an extremely warm environment that welcomes all children and their families. Children are able to access imaginative resources to support them to acquire new skills. Staff understand the importance of supporting a child's well-being and offer reassurance as children move through rooms in the nursery. Children learn about the wider world and the importance of healthy lifestyles. For example, children go on walks in the local environment to learn about road safety and enjoy learning about celebrations from a wide range of cultures. Routines are embedded in practice and children enjoy taking part in them. For example, they are involved in risk assessments. Children learn about rules and boundaries through listening to staff and group discussion. Children are well prepared when they move on to school.

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

All children make excellent progress from their starting points. They learn to be inquisitive and active learners through having the opportunity to explore a wide range of concepts during age-appropriate play. Children learn important life skills, such as caring for one another and understanding similarities and differences. They are extremely well prepared with the key skills they will need for the next stage in their learning.

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## Setting details

<b>Unique reference number</b>	EY480061
<b>Local authority</b>	Manchester
<b>Inspection number</b>	993824
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	72
<b>Number of children on roll</b>	79
<b>Name of registered person</b>	Tiddlywinks Day Nursery Ltd
<b>Registered person unique reference number</b>	RP526674
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0161 2736820

Tiddlywinks Day Nursery Ltd was registered in 2014. The nursery employs 16 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 or above, including one who holds early years professional status and one who holds qualified teacher status. The nursery opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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