

# Lemon Tree Manchester Ltd



230 Plymouth Grove, Manchester, Lancashire, M13 0AS

<b>Inspection date</b>	14 June 2016
Previous inspection date	26 January 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Inadequate	4
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

- Leaders and managers have failed to sustain improvements since the previous inspection. They have not identified emerging weaknesses, such as hazards in the outdoor play area, and they have failed to identify that staff working in the baby room have not received training that specifically addresses the care of babies.
- Leaders and managers do not support staff in developing the skills they need to help children learn.
- Staff lack confidence in carrying out observations of children and as a result, assessments of what children can do are often inaccurate. This in turn has a detrimental impact on the support for children who need it most because their needs go unnoticed.
- The quality of teaching is inadequate. Staff often plan activities without a purpose and as a result, these activities fail to ignite children's interests. Consequently, children are not motivated to learn and they do not make the progress they could. This weakness is most noticeable in children's communication and language development.
- Arrangements for safeguarding children are weak. Staff are not kept up to date on child protection procedures and they are not aware of the procedures to follow in the event of allegation being made or if they have any concerns about a child in their care.

### It has the following strengths

- Staff are kind, caring and nurturing in their approach, which helps children feel settled and secure.

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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 at least half of the staff working with children aged under two years have received training that specifically addresses the care of babies  | 04/07/2016      |
| ■ ensure that all staff have up-to-date knowledge of safeguarding issues so they are fully aware of the action to take if they have any concerns about a child's safety or well-being, and this must include procedures to follow in the event of an allegation being made | 04/07/2016      |
| ■ take all reasonable steps to ensure that children are not exposed to risks in the outdoor area with particular regard to the security of the perimeter fencing and hazards in the play area.   | 04/07/2016      |

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

- |   | <b>Due Date</b> |
|---|-----------------|
| ■ ensure that children make good progress in all areas of their learning and development by improving the quality of teaching   | 04/07/2016      |
| ■ ensure that all children develop their communication, language and speaking skills, for example by talking to children in a calm, clear voice and giving them sufficient time to answer questions   | 04/07/2016      |
| ■ increase staff's confidence and awareness of how to use observation and assessment to better understand children's level of achievement, interests and learning styles and use this information to check that children are making good progress | 04/07/2016      |
| ■ ensure all children achieve the best possible outcomes, for example by working together with other agencies to help staff understand and meet the complex needs of children who need additional support   | 04/07/2016      |
| ■ train all staff on the written statement of procedures to be followed to safeguard children from abuse and neglect (compulsory part of the Childcare Register)  | 04/07/2016      |
| ■ take all necessary measures in the outdoor areas to minimise any risks to the health and safety of the children (compulsory part of the Childcare Register).  | 04/07/2016      |

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### **Inspection activities**

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to parents and reviewed parents' questionnaires.
- The inspector held a meeting with the leadership and management team to discuss the improvements made since the last inspection.
- The inspector conducted a joint observation with the manager.

### **Inspector**

Patricia Graham

## Inspection findings

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

Leaders and managers have not identified significant weaknesses in the quality of their practice. As a result, a number of legal requirements are not met, which compromises children's safety, well-being and learning. Most staff working directly with the children are qualified and demonstrate a passion to improve the quality of their practice. However, they are not supported in developing their skills, for example through relevant training. As a result, the quality of teaching is weak. Safeguarding is ineffective because staff do not have an up-to-date awareness of child protection procedures, including action to take in the event of an allegation being made. Children's safety is further compromised because the risks to children from hazards in the outdoor play area, such as the uneven flooring and the low perimeter fencing, have not been identified and addressed. However, robust procedures are in place to ensure that children are cared for by adults whose suitability has been checked.

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

Although children enjoy some interesting activities, such as painting and imaginative play, they do not make sufficient progress because staff do not plan activities that meet their individual learning needs. Some staff do not understand how children learn or how to support children's development. They are not confident in carrying out observations and assessments, and as a consequence, they do not identify gaps in children's knowledge and understanding. Children with significant developmental delay do not receive the support they need because staff fail to identify the complexity of their needs and do not seek specialist support from external agencies. Therefore, children do not reach their full potential.

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

Children's safety is not assured. Leaders and managers are not vigilant enough to identify potential risks to children and staff are not aware of action to take if they are concerned about a child in their care. However, children are cared for by staff who are kind and nurturing in their approach. Staff take time to build trusting relationships with children, which gives them a good sense of belonging, and parents are complimentary on the care provided by staff. Babies are settled and secure and they sleep in line with home routines, which promotes their good health. Children are well behaved and show respect for others. They also develop an awareness of other cultures as they dress up in traditional clothing and national costumes.

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

Children are not making the progress they are capable of because the quality of teaching and assessments is weak. As a result, children are not learning the skills they need for future learning. Children, especially children who speak English as an additional language, have too few opportunities to develop their communication, language and speaking skills. At times, staff bombard children with questions, giving them too little time to think how to reply. They do not always speak sufficiently clearly to ensure children understand them,

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which results in children being confused because they do not understand what is expected of them.

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## Setting details

<b>Unique reference number</b>	EY487688
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1053449
<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
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	23
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Lemon Tree Manchester Ltd
<b>Registered person unique reference number</b>	RP534491
<b>Date of previous inspection</b>	26 January 2016
<b>Telephone number</b>	07725986468

Lemon Tree Manchester Ltd was registered in 2015. It is one of three nurseries owned by the registered person. The nursery employs 11 members of childcare staff, including the manager. Of these, nine hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm.

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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# Barlow Moor Community Association

23 Mersey Bank Avenue, Manchester, Lancashire, M21 7NT



<b>Inspection date</b>	13 July 2016
Previous inspection date	17 September 2015

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>			
	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		Good	2

## Summary of key findings for parents

### This provision is good

- The leadership and management of the nursery are strong. Decisive action has been taken since the last inspection to bring about improvements to provision. This ensures they cover all areas of learning, indoors and outdoors, reflecting children's interests and stages of development.
- The quality of teaching is good. The manager and staff closely observe children's learning and regularly assess and monitor their progress. They identify any gaps in children's learning and address these through carefully planned activities and support. All children make good progress from their starting points.
- Children feel safe and secure because of the extremely warm and trusting relationships they share with the staff.
- Children behave well. Their self-confidence and independence are well promoted because of the good support they receive from staff.
- The manager and staff have built strong partnerships with parents. They invite parents to regular reviews to discuss their child's progress. Parents are fully involved in their children's learning. Partnerships with the local authority are well established.

### It is not yet outstanding because:

- Staff do not fully organise group activities in the most effective way to keep all children interested and maintain their concentration.
- Sometimes, staff do not provide children with opportunities to further develop their mathematical understanding.

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

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

- review the organisation of group activities and keep all children engaged and support them to get the most out of the learning opportunities
- staff do not always make the most of opportunities for children to become familiar with numbers and to further develop their mathematical understanding.

### **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 manager continually reflects on daily practice in the nursery. She gathers the views of parents and children to help identify areas for development and drive improvements. The arrangements for safeguarding are effective. Staff are aware of procedures to follow if they have a concern about a child in their care. Children's attendance is closely monitored. Staff are thoroughly vetted to ensure that they are suitable to work with children. Rigorous systems are in place to monitor staff practice. Staff access regular training opportunities which have developed their existing qualifications and skills. All staff benefit from appraisals and observations as part of their continual professional development. There are excellent links with external agencies, which helps to provide consistency for all children's care and learning needs.

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

Staff support children's communication and language skills very well. Staff have received additional training and seek advice from speech and language therapists to extend children's communication. This has led to improvements in children's speaking and listening skills. They have the confidence to ask questions and contribute towards group discussions. Spontaneous activities are used very well to extend children's learning. For example, children were fascinated to talk about a snail they found in the nursery garden. All staff who work alongside children make regular observations of them as they play. This provides a clear picture of children's learning and development. Information is shared with parents, who also share their own examples of children's learning at home.

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

Staff provide a safe, stimulating and well-resourced learning environment where children can play, learn and explore in a fun way. Well-established routines contribute well to children's increasing personal independence. For example, they confidently butter their crackers and pour their milk at snack time. Staff provide high levels of care and supervise children very well. Children gain useful skills to help keep themselves safe. For instance, staff involve them in helping to identify risks and hazards. They offer reassurance, help and support to children and parents. The key-person system is effective and staff know the children and their families well. Excellent information sharing between staff and parents ensures all children receive continuity of care during their time at nursery.

### **Outcomes for children are good**

All children, including those who speak English as an additional language, make good progress. They become confident communicators with strong social skills. They behave well, form close friendships and learn to share and take turns. Children are developing the necessary skills for future learning.

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## Setting details

<b>Unique reference number</b>	500011
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1029189
<b>Type of provision</b>	Sessional 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>	20 - 29
<b>Total number of places</b>	30
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Barlow Moor Community Association Committee
<b>Registered person unique reference number</b>	RP527769
<b>Date of previous inspection</b>	17 September 2015
<b>Telephone number</b>	0161 446 4805

Barlow Moor Community Association was registered in 1992. It is managed by a committee and is situated in the Barlow Moor area of Chorlton, Manchester. The nursery is open five days a week, term time only. Morning sessions run from 8.30am to 11.30am and afternoon sessions from 12.15pm to 3.15pm. The nursery employs nine staff, of these eight have an appropriate qualification. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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