

Lightbowne Neighbourhood Nursery, Moston Children's Centre

Moston Family and Community Centre, A Sure Start Children's Centre, Adrian Street,
Moston, Manchester, M40 5EA

Inspection date	4 April 2018
Previous inspection date	26 June 2017

The quality and standards of the early years provision	This inspection:	Good	2
	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 manager and staff team have successfully addressed the action raised at the last inspection and enhanced many other aspects of their practice.
- Staff make good use of information gathered from observations of children's play to accurately assess their progress. Planning is based on children's interests and next steps in learning. Children are confident, motivated learners and make good progress.
- Children benefit from a calm, nurturing, relaxed atmosphere and the sensitive interaction of caring, attentive key persons. This has a positive impact on children's physical and emotional well-being.
- Partnerships with parents, external professionals and other early years providers are a key strength of the nursery. Excellent arrangements for sharing information helps to promote high levels of consistency and continuity for all children.

It is not yet outstanding because:

- The manager has good arrangements in place for monitoring staff practice. However, there are fewer opportunities for staff to reflect on their practice and share ideas with each other.
- There are times when creative activities focus on the end product rather than the learning that is taking place.

What the setting needs to do to improve further

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

- strengthen the existing arrangements for monitoring teaching that helps staff improve their good practice further
- extend opportunities for children to express their own thoughts and ideas to help to enhance their creativity and imagination.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector talked to staff and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation of a planned adult-led activity with the manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation, including children's records, safeguarding policies and procedures and evidence of the qualifications and suitability of staff working in the nursery.
- The inspector took account of the views of a parent spoken to on the day of the inspection and from written feedback on questionnaires obtained by the manager.

Inspector

Julie Kelly

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure knowledge of the referral procedure to follow should they have a concern about the health or welfare of a child. The use of effective risk assessments helps to ensure that children learn and play in a safe environment. The manager closely checks the progress of all children attending the nursery, including different groups of children. This helps her to quickly identify areas of learning where children's progress is slower and the achievement gap is narrowing. The manager carries out one-to-one supervision meetings to identify the individual continuous professional development needs of staff. She regularly observes their practice to manage their performance. Training is carefully planned and targeted to raise the quality of teaching and learning outcomes for children. Self-evaluation is good and the manager has a clear understanding of the strengths and weaknesses of the provision.

Quality of teaching, learning and assessment is good

Babies and children thrive and thoroughly enjoy their time at the nursery. The effective use of signs and symbols and visual cues make a positive contribution to the progress made by children who have special educational needs and/or disabilities and children who speak English as an additional language. Staff are full of fun and enthusiasm and the atmosphere is filled with laughter as staff and children play and learn together. Babies explore a wide variety of different textures, such as brushes, sensory bottles, fabrics and wooden and metal objects. They are fascinated when they discover that they can make lights flash and produce different sounds when they press buttons on interactive toys. This helps to build on their strong exploratory impulse and to learn using their senses. Older children are keen to join in a dough activity. Staff skilfully demonstrate how to roll, squeeze, squash, pat and shape the dough into balls and encourage children to try to do it themselves. They teach children new words, such as 'parsley', 'chives' and 'mint' to help to extend their vocabulary. This also helps to enhance children's physical and independence skills in readiness for school.

Personal development, behaviour and welfare are good

Staff create a culture of mutual respect and kindness within the nursery. They provide clear and consistent boundaries to help children learn about rules and how to behave appropriately. Children behave well and are helpful towards staff and each other. They play together in harmony and older children set a good example for younger children. Staff ensure that children's physical and emotional needs are consistently met in order to effectively promote their self-esteem and welfare.

Outcomes for children are good

All children make good progress. Babies are motivated to become mobile to reach the broad range of resources that excite them. Children are fully engaged in activities and demonstrate good levels of concentration and perseverance. They develop a secure understanding of how to keep themselves safe and manage their own risks.

Setting details

Unique reference number	EY305368
Local authority	Manchester
Inspection number	1108558
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	66
Number of children on roll	88
Name of registered person	The Manchester College
Registered person unique reference number	RP910995
Date of previous inspection	26 June 2017
Telephone number	01612057058

Lightbowne Neighbourhood Nursery, Moston Children's Centre registered in 2005. It employs 12 members of childcare staff. Of these, 11 hold an early years qualification at level 3 and one holds a qualification at level 5. The nursery opens from 8am until 6pm, Monday to Friday, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

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Rainbows Day Nursery

Mauldeth Hotel, Kingsway, Manchester, M19 1BB



Inspection date	17 April 2018
Previous inspection date	31 May 2017

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Experienced managers have worked hard since their last inspection to evaluate and improve the quality of the nursery. They have successfully addressed the actions that were raised. For example, staff now make regular and accurate assessments of children's learning and plans for individual children help them to make good progress.
- Partnerships with parents are strong. Staff keep parents well informed about children's learning and parents' contributions are valued. Parents' views are also important and they are gathered in a range of ways. For example, staff provide parents with a question each week, such as asking them if they are happy with the nursery menu.
- Staff spend time getting to know children and have a good understanding of their interests, likes and dislikes. Children have good bonds with staff and they are happy and show that they enjoy their time at the nursery.
- The manager trains all staff to consistently promote children's positive behaviour. Training has a positive impact and children's behaviour is good in relation to their age.
- Food provided for children is healthy and nutritious and children wash their hands prior to eating. This contributes to developing children's healthy lifestyles.

It is not yet outstanding because:

- Staff working with two-year-old children have not fully considered the organisation of some routines to help to keep children fully engaged throughout.
- At times, staff working in the pre-school room do make good use of all opportunities to promote children's early writing skills.

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 routines in the room for two-year-old children to help to keep them fully engaged at all times
- enhance the opportunities for pre-school children to develop their early writing skills even further.

Inspection activities

- The inspector observed the quality of teaching during activities and free play inside and outdoors. She assessed the impact this has on children's learning.
- The inspector held meetings with the nursery manager and a representative from the local authority. She viewed a range of documents and checked evidence of the suitability of staff working on the premises.
- The inspector observed a planned activity and jointly evaluated the teaching with the nursery manager.
- The inspector spoke to staff and children throughout the inspection.
- The inspector spoke to parents on the day of the inspection and viewed written feedback provided prior to the inspection. She took account of their views.

Inspector
Savine Holgate

Inspection findings

Effectiveness of the leadership and management is good

The manager closely monitors children's progress. She uses the information gathered to support staff to help raise outcomes for children. For example, she identified that children's progress in mathematics was not as well developed as other areas in the pre-school room. The manager supported staff to raise the quality of their teaching during activities and together they redeveloped the learning environment. This has had a positive impact, as the teaching is now strong in this area and children's progress has improved. Staff practice is monitored by the management team in a range of ways. The experienced deputy works alongside staff modelling good practice and staff benefit from regular feedback and supervisory sessions with the manager. Safeguarding is effective. Staff are able to recognise the potential signs that a child's safety or welfare may be at risk and are confident in reporting procedures. The environment is safe and secure. Recruitment procedures are robust and ongoing suitability of staff is monitored.

Quality of teaching, learning and assessment is good

Staff working with younger children interact naturally and follow their lead. For example, they recognise children who enjoy music and involve them in song and rhymes. Children smile as they rock to the rhythm and start to use their hands to copy actions. This promotes their listening and attention, speaking and physical skills. Two-year-old children enjoy being outdoors. They carefully balance along crates and confidently jump off the end. They use double-seated tricycles and call for their peers to join them. This helps to promote their physical and social skills. Staff engage older children in planting sunflower seeds. Children confidently count as they add scoops of soil to their pots. Children use mathematical language to describe how tall and big their flowers will grow. Staff teach children about growth and children are interested and motivated to find out more. This helps to develop their awareness of the natural world and how and why things happen.

Personal development, behaviour and welfare are good

Staff working with younger children work closely with parents to find out specific care routine details. For example, they know how each child likes to be settled to sleep. This helps to provide children with consistency and helps children to feel safe and secure. All children are encouraged to become independent. One-year-old children confidently feed themselves and older children help to serve meals and pour their own drinks.

Outcomes for children are good

All children make good progress. Overall, children are well prepared for their move on to school. Older children are confident and self-motivated. They attend to their own personal care needs, follow routines and engage well during adult-led activities. Children join in with stories and recall familiar parts, and their understanding of number is good. Younger children are developing good communication and language skills. They attempt to copy new words that staff model and enjoy pointing at pictures in books to share an interest.

Setting details

Unique reference number	EY536172
Local authority	Manchester
Inspection number	1100559
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 10
Total number of places	100
Number of children on roll	97
Name of registered person	Rainbows Day Nursery Manchester Ltd
Registered person unique reference number	RP536171
Date of previous inspection	31 May 2017
Telephone number	0161 248 4004

Rainbows Day Nursery registered in 2016. The nursery is open from Monday to Friday, all year round, with the exception of bank holidays and one week at Christmas. Sessions are from 7am until 7pm. The nursery employs 22 members of childcare staff, including the manager. Of these, one holds an appropriate early years qualification at level 5, seven at level 3, six at level 2 and eight members of staff are unqualified. The nursery provides funded education for two-, three- and four-year-old children.

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Superkids Levenshulme

1 Broom Avenue, Levenshulme, Manchester, M19 2UH

Inspection date	11 April 2018
Previous inspection date	4 June 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	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

- Staff establish exceptional partnership working with parents and other professionals. This leads to highly targeted programmes of superb support for children and families.
- Staff use meticulous observations to identify children's individual progress. They develop highly focused planning to support what each child needs to learn next at the nursery and at home.
- The inspirational manager strives to offer children the very best start in life. She uses information gained through self-evaluation exceptionally well to drive ongoing improvements.
- Staff provide an enriching and welcoming environment, where children are very happy. Staff know children extremely well, and every child is valued and respected.
- Staff skilfully encourage children to make choices and play creatively, enabling them to follow through with their own thinking. This prepares them well for their eventual move on to school.

What the setting needs to do to improve further

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

- continue to strengthen systems to identify and close any specific gaps in learning for different groups of children, to plan even more effectively for their progress.

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 staff and children during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector held a meeting with the management team. She looked at relevant documentation, and evidence of the suitability of staff working in the nursery.

Inspector
Kay Heaford

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Staff are vigilant and confidently implement safeguarding procedures when they have concerns. The manager regularly monitors staff performance and supports them well, through highly effective supervision and targeted reviews. Staff are actively encouraged and supported to continue their professional development. They attend further training, which enhances children's learning and development. Partnership working with parents is impressive. Parents develop a clear sense of trust in all the staff team, and value the support their children receive. The manager is keen to build on the existing systems that help staff to identify and address any gaps in children's learning, to support their progress even further.

Quality of teaching, learning and assessment is outstanding

The highly enthusiastic staff team interacts with children exceptionally well. For example, they get down to children's eye level and make the most of learning experiences, to extend children's vocabulary and thinking. They ask children many questions and allow children sufficient time to think and respond. Staff help children to develop their mathematical skills. For instance, they count items and discuss concepts, such as more and less. Imaginative storytelling helps children to develop an interest in books. For example, children thoroughly enjoy using different actions and movements to act out the story 'We're Going on a Bear Hunt'. Children eagerly explore and experiment with the superb range of resources. Staff spontaneously capture unique moments to maximise children's learning during play, such as encouraging children to count the legs of a spider they find outdoors.

Personal development, behaviour and welfare are outstanding

Staff are exceptionally effective in helping children to form a close bond and settle in quickly. Children's opinions are valued, and staff encourage them to share their experiences. For example, each room has an animal soft toy to take home every weekend and children are encouraged to talk about their activities at home, and share photographs with their friends. Children are kind and respectful towards each other and their behaviour is exemplary. They develop growing confidence in their own abilities and enjoy celebrating their achievements together. Staff are superb role models who use highly effective methods to promote children's self-confidence and self-esteem.

Outcomes for children are outstanding

Children are thriving and have an eager disposition to learning. All children, including those who have special educational needs and/or disabilities, are acquiring the skills they need for school. They are inspired to explore and discover, and are curious and motivated to play. Children thoroughly enjoy making choices throughout the day and develop a strong sense of belonging. They can follow instructions with increasing complexity and are successful learners. Children enjoy spending time with their friends at nursery.

Setting details

Unique reference number	EY474767
Local authority	Manchester
Inspection number	1102972
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	89
Number of children on roll	111
Name of registered person	Superkids Limited
Registered person unique reference number	RP527337
Date of previous inspection	4 June 2014
Telephone number	01613 127474

Superkids Levenshulme registered in 2013. There are currently 23 staff working directly with the children, all of whom have appropriate early years qualifications. One member of staff holds qualified teacher status. The nursery operates from a designated part of the children's centre premises, and opens Monday to Friday, all year round with the exception of bank holidays. Sessions are from 7.30am to 6pm and the nursery receives funded early education for two-, three- and four-year-old children.

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