



## **Overview and Scrutiny Ofsted Subgroup**

Date: Tuesday, 12 March 2019

Time: 10.00 am

Venue: Council Antechamber - Level 2, Town Hall Extension

This is a **supplementary agenda** containing additional information about the business of the meeting that was not available when the agenda was published

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## **Membership of the Overview and Scrutiny Ofsted Subgroup**

Councillors - Alijah, Hewitson, T Judge, Lovecy (Chair) and Stone

Co-opted members – Mrs B Kellner and Mr R Lammas

## Supplementary Agenda

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- |  |         |
|--|---------|
| <b>3. Ofsted Inspections of Manchester Schools</b>   | 3 - 6   |
| To receive a list of all Manchester schools which have been inspected since the last meeting and the judgements awarded.                           |         |
| <b>4. Schools Judged "Requires Improvement"</b>  | 7 - 8   |
| To receive a document summarising the schools which are currently judged as "requires improvement" and progress being made to secure improvements. |         |
| <b>5. Daycare Providers</b>  | 9 - 10  |
| To receive a summary of Ofsted inspection information for daycare providers.   |         |
| To consider inspection reports and performance information for a selection of daycare providers.   |         |
| <b>5a. The Chatterbox Project</b>  | 11 - 16 |
| <b>5b. Trinity House Community Resource Centre</b>   | 17 - 22 |
| <b>5c. Rupert's Day Nursery</b>  | 23 - 28 |

## Further Information

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For help, advice and information about this meeting please contact the Committee Officer:

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This supplementary agenda was issued on **Friday, 8 March 2019** by the Governance and Scrutiny Support Unit, Manchester City Council, Level 3, Town Hall Extension, Manchester M60 2LA

## Children and Young People Scrutiny Committee - Ofsted Subgroup

### Ofsted inspections in Manchester Sept 2018 to March 4<sup>th</sup> 2019

There have been 18 inspections during this period.

Of these 14 took place in primary schools and 4 in High schools.

Additionally 3 schools received 2 day monitoring visits from HMI.

An HMI visit of a school currently judged to be RI also took place and found that the school was making appropriate progress towards becoming good.

One primary school moved from good to outstanding, seven primary schools remain good, three primary schools moved from RI to good, one moved from outstanding to RI, two are still to be published. One of the schools judged good will have a section 5 inspection within the next 12-24 months to see if it is outstanding. Out of 12 primary schools inspections that have published 83% were judged to be good or better during this time.

There have been 4 secondary school inspections. 1 secondary school moved from RI to outstanding, one moved from RI to good and one remained RI (with good leadership and management) the final report for another is still to be published.

The current inspection process (where schools have no serious triggers for inspection) is a Section 8 inspection which typically lasts for 1 day. Where this confirms the school is good this is where the inspection ends. However if the school is potentially outstanding or the evidence base points to the school being less than good a section 5 inspection will be recommended within 12 to 24 months.

**Table 1 – Summary of Ofsted overall effectiveness judgements Sept 2018 to March 4<sup>th</sup> 2019**

	Remain Inadequate	Become inadequate	Remain RI	Become RI	Remain good	Become good	Remain outstanding	Become outstanding
Primary				1	7	3		1
Secondary			1			1		1
Special								
All through								
Nursery								
6 <sup>th</sup> form								

School	Previous Ofsted outcome	Date of most recent inspection	Ofsted outcome	Ofsted report published Y/N
<b>Autumn Term 18/19</b>				
Briscoe Lane Primary	Good	13-9-18	Good	Y
Oswald Road Primary School	Good	25/26-9-18	Good	Y
Burnage High school	Requires Improvement	2/3-10-18	Outstanding	Y
Lily Lane Primary School	Good	2/3-10-18	Requires improvement	Y
Newall Green Primary	Good	9-10-18	Good	Y
Oasis Harpur Mount	Good	31-10-18/ 1-11-18	Good	Y
St Marys (Moston)	Requires Improvement	6/7-11-18	Good	Y
St Luke's CofE Primary School	Good	6-11-18	Good	Y
St Marys RC Primary School (Levenshulme)	Good	21-11-18	Good +	Y
St Paul's RC High School	Requires Improvement	4/5-12-18	Requires Improvement	Y
St Clare's RC Primary School	Good	11-12-18	Good	Y
Abbott Community Primary	Good	15/16-1-19	Outstanding	Y
Loreto RC High School	Requires Improvement	16/17-1-19	Good	Y
St Brigid's RC Primary	Good	22-1-19	Good	Y
Old Hall Drive Primary Academy	Requires Improvement	22/23-1-19	Good	Y

Currently based on those reports that have been published as captured by Watchsted (5/3/2019)

#### **% of pupils attending a good or better school**

83.9% of pupils in Manchester attend a primary or secondary school that is judged to be good or better by OfSTED. (Nationally this is 83.2%, and in the NW 81.3%)

90.9% of pupils in Manchester attend a primary school that is judged to be good or better by OfSTED. (Nationally this is 86.4%, and in the NW 88.8%)

71% of pupils in Manchester attend a secondary school that is judged to be good or better by OfSTED. (Nationally this is 78.5%, and in the NW 69.6%)

#### **% of schools that are good or better**

87.5% of schools in Manchester are judged to be good or better. (Nationally 84.9% NW 85.7%)

91.7% of primary schools in Manchester are judged to be good or better. (Nationally 86.8% NW 89.2%)

66.7% of schools in Manchester are judged to be good or better. (Nationally 75.3% NW 66.5%)

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## Extract from DfE Schools Performance Tables

Schools currently judged by Ofsted as Requires Improvement to be good in Manchester

School	Date of inspection	Will be inspected by (30 months)	Leadership & management judgement in last inspection
The Barlow RC High School and Specialist Science college	1/12/2016	June 2019	RI
Cedar Mount Academy	5/7/2017	Jan 2020	RI – new principal since inspection
Chapel Street Primary street	22/03/2017	Sept 2019	RI
Crumpsall Lane Primary	27/09/2017	March 2020	Good – part of Federation with Crab Lane
The East Manchester Academy	18/10/2017	April 2020	Good
Lily Lane Primary School	3/10/2018	March 2021	Good
Manchester Academy	21/09/2016	March 2019	RI – new Principal since inspection
Manchester Communication Academy	29/09/2016	March 2019	RI – new Principal since inspection
Medlock Primary school	8/11/2017	May 2020	Good – new Headteacher since inspection
Moston Fields Primary	9/11/2016	May 2019	RI – new Headteacher since inspection
Rushbrook Primary Academy	26/04/2018	Oct 2020	RI
St Paul's Catholic High School	5/12/18	June 2021	Good
St Clement's CofE Primary School	14/3/2018	Sept 2020	RI
St John's CofE Primary School	4/10/2017	April 2020	RI - in a Federation with St Chrysostom's CofE Primary
St Patrick's RC Primary School	7/3/2018	Sept 2020	RI – in a Federation with St Edmund's RC Primary

	In the inspection window 24-30 months
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## Ofsted Subgroup 12 March 2019

### Summary:

- 98% of group childcare that has been inspected is 'Good' or 'Outstanding'
- 85% of childminders that have been inspected are 'Good' or 'Outstanding'
- Overall there are 157 group childcare providers who are on the Early Years Register. This data set includes; 117 nurseries and sessional (playgroups) and 21 out of school clubs.
- 20 settings are awaiting first graded inspection (up to 30 months before 1st graded inspection)
- There are 414 registered childminders in Manchester.
- 64 are awaiting their first graded inspection

### **In comparison to August 2018 Manchester has seen:**

- The number of Outstanding Early Years Registered provision increase by 3%.
- The percentage of 'Good or above' Ofsted grades has increased by 3%.  
(January 2019 data)

Name of setting	Reg.	Inspected	Re inspection	Background
The Chatterbox Project	23.12.16	14.2.19 Requires Improvement	By 14.2.20	<b>North District - MCC Tendered Group 2 Charlestown</b> The group are part of a community organisation and work c loosely with the Quality Assurance team. Recommendations: <ul style="list-style-type: none"> <li>• build on the procedures to help new children settle in, to enable them to feel more secure and confident in new situations</li> <li>• Strengthen the planning of activities to support children's individual next steps, to provide more challenge and maximise their opportunities for learning.</li> </ul>
Trinity House Community	14.6.12	28.11.19 Good previously RI		<b>Central District - MCC Tendered Group</b> The group are part of a community organisation. They have worked closely with the team to raise standards.

Resource Centre,				<p>Recommendations from recent inspection:</p> <ul style="list-style-type: none"> <li>• help children to become more focused and fully engaged in their learning</li> <li>• Provide staff with more insightful support and guidance on how to raise the quality of teaching to the highest level.</li> </ul>
Ruperts	3.1.17	22.1.1 1 <sup>st</sup> inspection		<p><b>South &amp; Wythenshawe District - MCC Tendered Group 12 Brooklands</b></p> <p>To further improve quality:</p> <ul style="list-style-type: none"> <li>• Consider ways of further supporting children who find some daily routines difficult.</li> </ul>

**Ofsted Outcomes**  
**Inspections published September 2018 – February 1 2019**  
**(Ofsted cycle Sept 2016 – September 2020)**

Outcome	Numbers	% breakdown
Outstanding	4	22%
Good	12	67%
Requires improvement	2	11%
Inadequate	0	
<b>Total</b>	18	

# The Chatterbox Project

70 Booth Hall Road, MANCHESTER M9 7BL



<b>Inspection date</b>	23 January 2019
Previous inspection date	Not applicable

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

## Summary of key findings for parents

### This is a provision that requires improvement

- The manager does not ensure that staff consistently maintain an accurate daily record of children's hours of attendance, as required. This means that children's welfare is not promoted as well as possible.
- Settling-in procedures are not always effective. The procedures do not fully support young children to feel secure and confident in new situations.
- When planning activities staff do not focus sharply enough on what children need to learn next. This does not help children to make the best possible progress.

### It has the following strengths

- Staff clearly care about the service they provide for the local community. They work hard to develop warm and supportive relationships with children and parents.
- Staff organise the environment well to support children's interests. This enables children to select resources easily and make their own choices.
- Staff positively promote children's good health. They maintain high standards of hygiene, provide nutritious meals and support children to brush their teeth.

## What the setting needs to do to improve further

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

	Due date
ensure an accurate daily record is kept of the names of the children being cared for and their hours of attendance.	24/01/2019

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

- build on the procedures to help new children settle in, to enable them to feel more secure and confident in new situations
- strengthen the planning of activities to support children's individual next steps, to provide more challenge and maximise their opportunities for learning.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to staff, volunteers and children and completed a joint observation with the manager.
- The inspector held discussions with the manager. She looked at relevant documentation and evidence of the suitability of staff and volunteers working in the setting.
- The inspector spoke to some parents during the inspection and took account of their views.

**Inspector**  
Jan Linsdell

## Inspection findings

### Effectiveness of leadership and management requires improvement

Children's attendance records are not accurately maintained, as required. This does not fully promote the safe management of the setting. Despite this, the manager demonstrates a commitment to improving practice. She is in the process of completing a quality-assurance evaluation with the local authority. Safeguarding is effective. Staff receive training in this area and they know what to do if they have any concerns about children or adults. Risk assessments and daily checks help to ensure the premises are safe for children. Staff receive supervision and they have some opportunities to attend further training. The manager works well with other professionals to promote children's needs. She is beginning to use systems to monitor children's progress.

### Quality of teaching, learning and assessment requires improvement

Overall, staff accurately assess children's skills. However, they do not always use what they know about children to plan activities to promote their individual next steps in learning. Consequently, some activities lack enough challenge to enable children to make as much progress as possible. Nevertheless, staff interact playfully with children. They communicate very well with children and encourage them to use their 'big voice'. This positively promotes children's speaking skills. Staff politely ask children if they can join in with their play before doing so. They pose questions to encourage children to think and share what they know. Children show interest in the range of activities on offer. They particularly enjoy dancing along the musical floor mat and exploring the texture of ice. Staff share information with parents about children's needs and abilities. They are beginning to build on ways to strengthen their links with parents to promote greater involvement in children's learning.

### Personal development, behaviour and welfare require improvement

Most children are happy and enjoy their time in this friendly setting. However, staff are not always effective in helping new children to settle in. This means, at times, young children become upset as they struggle to cope with new routines. Nevertheless, staff are kind and attentive to children's needs. Parents speak positively about the setting and report that staff are lovely with children and parents and that children look forward to attending. Staff model good behaviour for children to copy. They remind children of safety rules and they encourage them to take small risks, for instance, when they climb a ladder. Children develop a good understanding of how to be healthy. They learn how to wash their hands properly using soap. They help themselves to drinks from the water dispenser and enjoy climbing and balancing in the outdoor area.

### Outcomes for children require improvement

Overall, outcomes for children are not consistently good. Children are not making good enough progress. Nevertheless, children gain some of the skills they need to help them become ready for school. For example, children learn to be polite and kind to others. They practise using small tools and develop an awareness of different shapes when they play with the dough. Children enjoy listening to stories and singing songs. They have some opportunities to develop their independence, for instance, when they help to clear away after lunch.

## Setting details

<b>Unique reference number</b>	EY539593
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10089690
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	The Chatterbox Project Blackley
<b>Registered person unique reference number</b>	RP539592
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01617956162

The Chatterbox Project registered in 2016. The setting is supported by volunteers and employs two members of childcare staff. Both staff hold appropriate early years qualifications at level 3. The setting, which consists of a pre-school and an out of school club, operates during term time only. The pre-school opens on Wednesday, Thursday and Friday, from 9.30am until 1.30pm. It provides funded early education for three- and four-year-old children. The out-of-school club opens on Tuesday, Wednesday and Thursday, from 3.30pm until 5.30pm.

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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# Trinity House Community Resource Centre

Trinity House Community Resource Centre, Grove Close, MANCHESTER  
M14 5AA

<b>Inspection date</b>	28 November 2018
Previous inspection date	24 January 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
Effectiveness of 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 has taken appropriate steps to address issues from the last inspection. Consequently, requirements are met and the setting now offers a good standard of provision for children and their families.
- Staff effectively support children's emotional well-being. Their friendly and caring approach enables children and parents to form trusting relationships with them. Parents report that they are very happy with everything the setting offers.
- Staff know how to promote children's learning and they join in with children's play with enthusiasm. Children make good progress from their individual starting points, overall.
- Staff provide clear explanations to help children understand the difference between right and wrong. They encourage friendships and sharing, so that children learn how to play cooperatively with others.
- Staff do not always consider the most effective ways to help children to remain focused and fully engaged in their learning.
- The manager does not consistently give staff incisive guidance on how to raise the quality of their teaching even higher.

## What the setting needs to do to improve further

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

- help children to become more focused and fully engaged in their learning
- provide staff with more insightful support and guidance on how to raise the quality of teaching to the highest level.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to staff and children and completed a joint observation with the manager.
- The inspector held discussions with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to some parents during the inspection and took account of their views.

### Inspector

Jan Linsdell

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager carries out required checks on staff to make sure they are suitable for their role. Staff demonstrate a secure understanding of the procedures for safeguarding children. They know how to recognise, record and report concerns to help keep children safe. Daily risk assessments are conducted indoors and outside to make sure everywhere is safe for children. The manager welcomes advice from the local authority officer and uses feedback from staff and parents to help her to review and develop practice. She supervises staff and positively promotes their ongoing professional development. One way she does this is by encouraging them to complete online courses to broaden their knowledge. The manager oversees children's individual progress and completes termly summaries to help her identify aspects of the educational programmes that may need more focus.

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

Staff involve parents well in identifying children's starting points in their learning. For some children, their starting points are lower than expected levels typical for their age, particularly in communication and language. To address this, staff complete speech and language assessments to identify gaps in children's learning. This helps them to plan activities that enable children to catch up and make good progress over time. Children are keen to explore. They are fascinated as they watch what happens to powdered material when they add water to create snow. They enjoy activities, such as 'what's in the box' and excitedly join in with counting songs. Staff keep parents informed of children's ongoing achievements and they encourage them to support children's learning at home. One way they do this is by providing a 'phonics bag' to help children learn about letters and sounds.

### Personal development, behaviour and welfare are good

Staff offer a flexible and unrushed settling-in process based on the needs of children and parents. This helps children to feel safe as they build positive relationships and become familiar with new routines. Staff promote healthy lifestyles. They encourage healthy eating and make sure children spend time playing outdoors each day, where they develop their physical skills. Staff use the 'reward board' to reinforce positive behaviour. They teach children not to snatch toys and encourage them to say sorry if they upset others.

### Outcomes for children are good

A high number of children who attend speak English as an additional language. They learn to express themselves, for instance, through gestures, songs and rhythm. Some staff can communicate with children in their home language, which benefits children as they learn to speak English. Children develop skills to help them become independent and ready for school. They show growing confidence, for instance, when they take visitors by the hand and show them around the outdoor play area.

## Setting details

<b>Unique reference number</b>	EY446234
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10079584
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	Trinity House Community Resource Centre
<b>Registered person unique reference number</b>	RP525705
<b>Date of previous inspection</b>	24 January 2017
<b>Telephone number</b>	07960 182 984 01612251064

Trinity House Community Resource Centre registered in 2012. The setting employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above, including the manager, who holds level 6. The setting operates each weekday during term time. The out-of-school club opens from 3pm until 6pm. The pre-school opens from 8.45am until 2.45pm and provides funded early education for two- and three-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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# Rupert's Day Nursery

2 Maple Road, Manchester M23 9HJ



<b>Inspection date</b>	22 January 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Outstanding</b>	<b>1</b>
		Not applicable	
Effectiveness of 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 highly ambitious management team fastidiously assess their provision and develop detailed action plans. They actively pursue the opinions of parents, children and outside agencies. Management then chart a course for further and continual improvement.
- The management team build very strong partnerships with parents and make every effort to ensure they are consulted and well informed. For example, parents receive weekly newsletters providing information about the week's menus and activities they could try at home with their children.
- Superb activities ignite children's interest in books and literacy. Traditional stories are brought to life with interesting props. Children engage with staff as they act out stories with large character dolls, porridge oats and bowls and spoons. They expand their vocabulary and anticipate how the story will end.
- Staff devise challenging activities to help children to think about how to stay safe. For example, children assess their own environment. They look at photographs of potential dangers and compare them to what they observe in the nursery.
- The dedicated management team and staff ensure that children with special educational needs and/or disabilities (SEND) are extremely well nurtured and supported. For example, they devise specific plans to develop children's speech and invest in schemes to support communication and language.
- Staff prepare children exceptionally well for school. They support both children and parents to become ready for their next adventure. For example, they hold parent's meetings to provide information about applying for schools and transition.
- Children make excellent progress, including those children with SEND. A large percentage of children achieve at a rate higher than expected.

## What the setting needs to do to improve further

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

- consider ways of further supporting children who find some daily routines difficult.

### Inspection activities

- The inspector took a tour of the setting and evaluated the learning environment.
- The inspector spoke to parents and discussed their views and opinions of the setting.
- The inspector conducted a joint observation with a member of the management team and assessed the effectiveness of teaching.
- The inspector held a management discussion with the management team and evaluated how they assess themselves.
- The inspector viewed documentation, such as the policies and procedures of the setting.

### Inspector

Karen Bingham



## Inspection findings

### Effectiveness of leadership and management is outstanding

Safeguarding is effective. Management foster a culture of vigilance. They discuss child protection scenarios with staff and conduct spot checks on their knowledge. This means staff have a comprehensive knowledge about how to identify signs and symptoms and how to report their concerns. The monitoring of children's development is exemplary. The whole team approach to assessing and tracking children helps to ensure that any gaps in learning are swiftly identified. Staff individually target children's specific needs and management use funding effectively. They utilise outside agencies to ensure that all children meet their full potential. The management team support staff extremely well. For example, new staff follow strict induction programmes. This ensures staff are well trained and knowledgeable before they are left unsupervised with children.

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

Staff expertly support children to engage in the highly stimulating environment. They encourage children to think about how they might fix their toys and demonstrate how to peddle a bicycle. Enthusiastic staff create exciting play opportunities. Children eagerly build with blocks and use shaving foam as cement. Staff support children to develop their mathematical skills. For example, as children play in the home corner staff help them to think about how much money they have to spend in their 'shop'. Staff use photographs of real buildings to help children to think about the wider world. They look at London Bridge and think about how they will construct it with their bricks. Management provide staff with information about challenging children's learning. This is reflected in the high expectations staff have of all children.

### Personal development, behaviour and welfare are outstanding

Consistent routines support children's well-being and help them to develop independence. However, some children become a little restless at some times of the day. Staff encourage children to help each other and use good manners from an early age. For example, toddlers help their friends to put on their bib and they say, 'thank you' when they are handed their bowl of vegetable soup. Children develop excellent physical skills in the exciting outdoor areas. They learn how to roll hoops and negotiate space as they pedal their bicycles around the track. Staff focus intently on settling children quickly in new rooms. They ensure they understand children's interests, level of development, welfare needs and personalities. The promotion of diversity and equality is woven into the fabric of the nursery. The staff embrace the different languages of children and encourage parents to consider how they teach their children about other cultures.

### Outcomes for children are outstanding

Children develop excellent speech and vocabulary. Toddlers gleefully join in with action songs. This helps to develop their language and physical development. Very inquisitive babies explore their environment and become intrigued with new people. They copy the actions of staff and they are interested in books. Children enjoy completing small tasks. They listen carefully to instructions and put away resources in the correct place. Children talk animatedly about their home life. Staff prompt children to recall events special to them and talk about their families.

## Setting details

<b>Unique reference number</b>	EY541415
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10089814
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	77
<b>Name of registered person</b>	Maple House Day Nursery Limited
<b>Registered person unique reference number</b>	RP541414
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0161 962 9876

Rupert's Day Nursery registered in 2016. The nursery employs 16 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 and above, and one member of staff holds a qualification at level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am 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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