



Overview and Scrutiny Ofsted Subgroup

Date: Wednesday, 13 November 2019

Time: 2.00 pm

Venue: Council Antechamber - Level 2, Town Hall Extension

Everyone is welcome to attend this subgroup meeting.

Access to the Council Antechamber

Public access to the Council Antechamber is on Level 2 of the Town Hall Extension, using the lift or stairs in the lobby of the Mount Street entrance to the Extension. That lobby can also be reached from the St. Peter's Square entrance and from Library Walk. **There is no public access from the Lloyd Street entrances of the Extension.**

Membership

Councillors – Lovecy (Chair), Hewitson, Kilpatrick, McHale, Madeleine Monaghan, Reeves, Reid and Stone

Co-opted Members – Mrs J Miles and Dr W Omara

Agenda

- | | |
|--|---------|
| 1. Minutes | 5 - 10 |
| To approve as a correct record the minutes of the meeting held on 16 October 2019. | |
|
2. Lily Lane Primary School Update | |
| To receive an oral update on the progress of Lily Lane Primary School, following its inspection in October 2018. | |
|
3. Ofsted Inspections of Manchester Schools | |
| | 11 - 12 |
| To receive a list of all Manchester schools which have been inspected since the last meeting and the judgements awarded. | |
| To consider inspection reports for a selection of the schools. | |
| 3a. Abbey Hey Primary Academy | 13 - 20 |
| 3b. Benchill Primary School | 21 - 28 |
| 3c. Collyhurst Nursery School | 29 - 34 |
| 3d. Longsight Community Primary School | 35 - 42 |
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4. Daycare Providers | |
| To consider inspection reports and performance information for a selection of daycare providers | |
| 4a. Brighter Beginnings Day Nursery | 43 - 48 |
| 4b. Milkyway Preschool Playgroup | 49 - 56 |
| 4c. Wmb Born2win Day Nursery | 57 - 62 |
|
5. Terms of Reference and Work Programme | |
| Report of the Governance and Scrutiny Support Unit | |
| To review the Terms of Reference and Work Programme of the Subgroup. | |

Further Information

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

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This agenda was issued on **Tuesday, 5 November 2019** by the Governance and Scrutiny Support Unit, Manchester City Council, Level 3, Town Hall Extension (Lloyd Street Elevation), Manchester M60 2LA.

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Children and Young People Scrutiny Committee – Ofsted Subgroup

Minutes of the meeting held on 16 October 2019

Present:

Councillor Lovecy – in the Chair

Councillor Stone

Councillor Bridges, Executive Member for Children and Schools

Apologies:

Councillors Hewitson, Madeleine Monaghan and Reid

CYP/OSG/19/10 Minutes

Decision

To approve as a correct record the minutes of the meeting held on 12 March 2019.

CYP/OSG/19/11 Ofsted Inspections of Manchester Schools

Liz Clarke, Senior School Quality Assurance Officer, informed Members that she would be the lead officer for the Subgroup in future, replacing Simon Taylor.

The Subgroup received a list of all Manchester schools which had been inspected since the last meeting and the judgements awarded. The Senior School Quality Assurance Officer provided an overview of the list, clarifying that Lancasterian School had previously been judged as outstanding and was now judged as good.

The Chair welcomed the overall picture from the recent judgements, commenting that Manchester primary schools had already improved and that the recent inspections showed that secondary schools were now also improving. She acknowledged the hard work of the Quality Assurance Team in supporting schools to achieve these results.

In response to a question from the Chair, the Senior School Quality Assurance Officer reported that there were still a number of schools which had not been inspected for ten years or more and that, under the new inspection framework, it would be more difficult for them to retain their outstanding judgement. She informed the Subgroup that more information of the new framework and what it would mean for Manchester schools would be included in the Members' briefing session taking place on 20 November 2019. She outlined the work her team was doing to prepare schools for the new framework.

The Chair commented that all Councillors should be encouraged to be involved with their local schools and, where local schools were struggling, it was important for Ward Councillors to come to the Ofsted Subgroup meetings where their local school was being discussed, to understand what was being done to address the issues and to be able to speak to parents and local residents about it.

A Member asked for an update on St Matthew's High School, Newall Green High School and the Grange School, which had been placed in special measures.

The Senior School Quality Assurance Officer for north Manchester reported that St Matthew's High School was receiving support from the Quality Assurance Team and from a school in Salford and was making positive improvements. He informed Members that there had been a culture change within the school and positive feedback from students and parents. He praised the leadership of the school, including the headteacher and the Interim Executive Board which had been put in place. He reported that the last Ofsted monitoring inspection for Newall Green High School had indicated that the academy trust was moving the school in the right direction, that there had been a change in culture and that students felt they were getting a better education. He reported that, while St Matthew's High School was still attracting a high number of new pupils, Newall Green High School in Wythenshawe was affected by a fall in pupil numbers.

The Senior School Quality Assurance Officer informed Members that the Grange was now part of the Prospere Trust, another of whose schools had recently been judged as outstanding. She assured Members that the Trust would be working hard to secure improvements at the Grange and advised Members that the Trust engaged positively with the Council.

The Executive Member for Children and Schools informed Members about the Wythenshawe Education Board, which was made up of Wythenshawe primary schools and high schools and other partners in the area, such as Manchester Airport. He reported that one of the issues for Wythenshawe schools was that Wythenshawe was on the border of other local authority areas which were attracting Manchester children to their schools. He advised Members that one of the aims of the Board was to address this through challenging perceptions about Manchester schools.

A Member who was also the Chair of the Children and Young People Scrutiny Committee reported that the Committee was due to receive information about the Wythenshawe Education Board in a future report. The Chair of the Ofsted Subgroup requested that this be considered by the Subgroup instead and that the Subgroup also receive a report giving an overview of the support available to schools and early years settings and how well this was working.

The Subgroup considered the recent Ofsted inspection report for Ashgate Specialist Support Primary School, which had been judged as outstanding. The Chair commented that this was a really good report and welcomed the way the school was working with parents. A Member welcomed the benefits of pupils visiting places in the community, such as cafés, museums, tourist attractions and parks. The Chair commented that this enabled pupils to become accustomed to visiting a range of venues and benefited their family life. The Executive Member for Children and Schools highlighted the effective use of Education Health and Care Plans (EHCPs) within the school. The Chair praised the caring but focused ethos of the school.

The Subgroup considered the recent Ofsted inspection report for Manchester Communication Academy, which had been judged as good. A Member commented that it was a very good report overall with a couple of areas of concern outlined in the

summary, in particular in relation to pupils with Special Educational Needs and Disability (SEND) and the number of exclusions. He asked what was being done to address the issues highlighted in the report. The Senior School Quality Assurance Officer for north Manchester informed Members that the school was developing its own internal alternative provision pathway to support pupils at risk of being excluded or who were persistently absent. He reported that the school had strong links with local primary schools and was working with them to improve the transition from primary to secondary school. He advised Members that the school now also had a positive working relationship with the Council. The Executive Member for Children and Schools informed the Subgroup that the Head of Manchester Communication Academy had joined the Inclusion Strategy Steering Group. The Senior School Quality Assurance Officer for north Manchester informed Members that the school had received funding to research school exclusions and how they could be avoided and that it would share this best practice across the city. Members discussed the impact of trauma-informed approaches being piloted at another local school and the potential for this to be used more widely. The Chair welcomed the changes made at Manchester Communication Academy, the proactive approach, demonstrated by the Family Zone, and the improved relationship with the Council.

The Subgroup considered the recent Ofsted inspection report for Moston Fields Primary School, which had been judged as good. A Member commented that Members of the Ofsted Subgroup had carried out a visit to the school, shortly after the current Headteacher had started in her role and when the school was still judged as requires improvement. He reported that he had been impressed by the Headteacher and welcomed the good progress that had been made. He advised Members that he had no doubt that the outcomes for pupils would improve. In response to a question from the Chair, the Senior School Quality Assurance Officer for north Manchester reported that there was a strong relationship between schools in north Manchester.

Decisions

1. To note that Liz Clarke will become the lead officer for the Subgroup.
2. To request that the Subgroup receive information on the Wythenshawe Education Board at a future meeting, rather than this going to the Children and Young People Scrutiny Committee.
3. To request that the Subgroup receive a report giving an overview of the support available to schools and early years settings and how well this is working.
4. To write to Ashgate Specialist Support Primary School, Manchester Communication Academy and Moston Fields Primary School to congratulate them on their recent Ofsted reports.

CYP/OSG/19/12 Ofsted Inspections of Daycare Providers

The Senior Quality Assurance Officer (Early Years) provided the Subgroup with an overview of the current situation within the Early Years sector in Manchester. She reported that 97% of inspected group childcare providers and 87% of inspected childminders in the city had been judged as good or outstanding and outlined some of the key areas for further development highlighted in Ofsted inspection reports, including the need to strengthen the professional development of staff, to strengthen the key person system and to ensure children received appropriate levels of challenge. She outlined some of the changes to the Ofsted Framework and reported that her team was arranging briefing sessions and other support to help to prepare early years providers for this.

The Subgroup considered the recent Ofsted inspection report for Kids Start, which had been judged as outstanding. Members commented that this was a very good report. The Executive Member for Children and Schools informed Members that he had visited the setting and was not surprised that it had been judged as outstanding. He praised the way they engaged with other services such as Early Help and Wellcomm Screening to ensure children received the support they needed and how they proactively worked to support children's transition to primary school. He commented that the manager there had spoken very highly of the Council's Quality Assurance Team and he thanked the team for their work.

The Subgroup considered the recent Ofsted inspection report for the Lighthouse Centre, which had been judged as good. A Member commented that it was a very good report but asked what was being done to address the finding that "staff miss opportunities to further develop children's critical-thinking skills during their play and learning." The Senior Quality Assurance Officer (Early Years) reported that her team would work with the setting to address this. In response to a question from the Chair, she reported that there was a peer support programme where settings which were particularly skilled in different areas such as developing the outdoors or SEND could support other settings.

The Subgroup considered the recent Ofsted inspection report for Tiddlywinks Day Nursery in Ancoats, which had been judged as outstanding. The Chair welcomed that the nursery worked with other settings. A Member commented that Members of the Ofsted Subgroup had visited Tiddlywinks and had been very impressed with the director and the environment at the nursery. The Chair praised the way the nursery provided stimulating activities to develop children's learning.

Decision

To write to Kids Start, the Lighthouse Centre and Tiddlywinks Day Nursery in Ancoats to congratulate them on their recent Ofsted reports.

CYP/OSG/19/13 Terms of Reference and Work Programme

The Subgroup reviewed the terms of reference for the Subgroup and the work programme.

The Chair clarified that, for the report on childminders scheduled for a future meeting, the Subgroup wanted an overview of the current picture including what support was offered to childminders and, if possible, childminders' views on the support they wanted. She commented that a lot of young children were cared for by childminders but that the fragmented nature of this type of provision presented a challenge for the Council in supporting them. She requested further information on how this was being managed, what challenges there were, whether there were any associations of childminders that the team could use as an intermediary and any different ways that other local authorities were supporting childminders.

Members requested to visit Ashgate Specialist Support Primary School and Manchester Communication Academy, including the Family Zone. The Senior School Quality Assurance Officer for north Manchester suggested that Members visit Abbott Community Primary School, which had recently moved from good to outstanding, to which the Chair agreed.

Decisions

1. To request that visits be arranged to Ashgate Specialist Support Primary School, Manchester Communication Academy, including the Family Zone, and Abbott Community Primary School.
2. To agree the work programme, subject to the additional items agreed at the meeting.

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Ofsted inspection outcomes 1 September 2019 – 4 November 2019

School	Previous Ofsted outcome	Date of most recent inspection	Ofsted outcome	Ofsted report published Y/N
Collyhurst Nursery School	Outstanding	11/09/19	Outstanding	Y
Benchill Primary School	Good	11/09/19	Good	Y
Longsight Community Primary	Good	24/09/19	Good	Y
Abbey Hey Primary Academy	Good	01/10/19	Good	Y
St John's RC Primary	Outstanding	08/10/19		N
Northenden Community Primary	Outstanding	22/10/19		N
Webster Primary Academy	Good	23/10/19		N

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Inspection of Abbey Hey Primary Academy

Abbey Hey Lane, Gorton, Manchester, Greater Manchester M18 8PF

Inspection dates: 1–2 October 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this school?

This is a school where staff are determined to give every child who comes through its doors the best possible start in life. It is quite a large primary school, but leaders and staff know every child well. Pupils are safe, settled and happy. The staff work closely with parents and carers to sort out any problems either at school or at home.

Staff expect pupils to work hard. Teachers make sure that every pupil knows the basics of reading, writing and mathematics well. Pupils really appreciate this. Pupils enjoy their lessons, especially in maths and science.

Pupils behave well because there are clear and simple rules for them to follow. They say that there are very few cases of bullying and that if this does happen, teachers sort the problem out quickly. Pupils talk positively about the number of clubs they can join. They are especially proud of the successes of their girls' and boys' football teams in local competitions. School leaders are very proud to be part of the community of Gorton. Pupils benefit from lots of links with local businesses and groups. Leaders' vision is to make the school a real hub of the community. They achieve this well.

What does the school do well and what does it need to do better?

Leaders have planned carefully what is taught so that all pupils can make progress. The top priority for leaders and staff is to teach pupils to read confidently and fluently. From Nursery onwards, pupils learn the phonics skills that they need. Teachers are very confident and knowledgeable in teaching phonics. Staff quickly help those pupils who find reading more difficult to catch up. Pupils told us that they enjoy reading. They said that staff encourage them to read a lot at school and at home.

Mathematics teaching is well planned. Pupils make good progress across year groups. Pupils told us that they love practical challenges, especially when teachers try to trick them by deliberately getting answers wrong. In 2019, Year 6 pupils achieved well in the key stage 2 national assessments.

Recently, leaders have thought carefully about the knowledge and skills they want pupils to learn. Staff have made some important changes so that pupils can go to secondary school with a good understanding of the subjects they will learn there. In each school year, pupils' learning builds on what they have learned before.

In some subjects, such as science and geography, teachers are still getting to grips with how to put the school's curriculum plans into practice. Leaders have provided training to make teacher more confident in these subjects.

The curriculum caters well for pupils with special educational needs and/or disabilities (SEND). These pupils are fully involved in lessons. They are supported by teaching assistants who know them well. A knowledgeable special educational needs coordinator oversees teaching assistants' work.

The curriculum in the early years begins by focusing on helping children to become

confident and successful learners. Staff make good links with parents. Staff explain their work and show how parents can support learning at home. Staff give children lots of opportunities to develop their physical skills. They encourage play which requires stretching, sliding and carrying. Staff in the early years model good speaking and listening to the children when they share stories and books. Relationships between staff and children in the early years are very strong.

Almost all pupils say that they like coming to school. Pupils are not put off coming to school because of bullying. They enjoy all that the school has to offer. That said, leaders are right to expect more pupils to attend school regularly. In lessons, pupils concentrate well and listen carefully to their teachers and each other. Occasionally, some pupils become restless, but this does not spoil the learning of the majority.

The way that the school widens the range of opportunities for pupils is a strength. Pupils in Years 4 and 5 learned a great deal about democracy from an assembly about votes for women. Pupils in Year 5 spoke thoughtfully about how the mix of pupils with different ethnic backgrounds in the school enriches their religious education. Pupil ambassadors from each class meet regularly with the headteacher. They discuss issues and help the school to become even better.

Senior leaders, governors and senior members of the United Learning Trust respect each other and work well as a team. All have a good understanding of the school's strengths and areas where it can improve. All are committed to giving pupils the best possible start and making the school central to the life of their community.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a strength of the school. Staff are well aware of the individual safeguarding needs of pupils and potential threats to their safety in the local area. Leaders make sure that the school acts to protect pupils from these dangers. All pupils learn about online safety, and staff improve pupils' knowledge regularly. The school works well with other agencies to make sure that pupils are safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In science, teachers sometimes plan tasks that do not fully match the curriculum set out by leaders. Leaders should ensure that teachers understand clearly what they need to do to implement precisely the school's curriculum plan.
- Leaders are taking worthwhile actions based on their well-considered plans to improve the curriculum in foundation subjects such as geography. The next step is to develop the depth and breadth of pupils' experience in those subjects by ensuring that teachers have the expertise to teach those subjects with confidence and authority.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

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Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	139404
Local authority	Manchester
Inspection number	10110955
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	666
Appropriate authority	Board of trustees
Chair of trust	Richard Greenhalgh
Principal	Paul Graham
Website	www.abbeyheyprimary.org.uk/
Date of previous inspection	30 June–1 July 2015

Information about this school

- This school is much larger than the average-sized primary school.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, deputy headteacher and assistant headteachers of the school. We also met with three members of the local governing body, including the chair of the local governing body.
- We met with the regional primary director and the national primary director of the United Learning Trust. We spoke with a representative of the local authority.
- As part of this inspection, we reviewed the school's work in the following subjects: reading, mathematics, science, geography and computing. We made lesson visits with leaders to classes in these subjects, checked pupils' work and spoke with pupils about their learning. We discussed the curriculum in these subjects with teachers and leaders.
- We made visits to the Nursery and Reception classes to learn about the curriculum in the early years.

- We checked safeguarding, including by speaking with leaders, staff, pupils and parents about safety. We checked a sample of relevant school policies, procedures and leaders' records of checks on the suitability of adults to work in a school.
- We considered pupils' behaviour by observing in several classrooms, corridors, outside areas and in the breakfast clubs; by speaking with leaders, staff, parents and pupils and by checking a sample of school records.
- We spoke informally to parents on the playground. We reviewed 14 responses to Parent View, Ofsted's online survey. Each response included an additional written comment.
- We reviewed 38 responses from pupils to an Ofsted survey. We met with several groups of pupils from key stages 1 and 2 to ask them about learning to read, bullying and the school's support for their personal development.
- We met with groups of teachers and support staff to discuss their experiences of working at the school, including their workload. We considered the responses of 28 staff to an Ofsted survey.

Inspection team

Timothy Gartside, lead inspector	Ofsted Inspector
Tim Vaughan	Her Majesty's Inspector
Doreen Davenport	Ofsted Inspector
Steve Kirkpatrick	Ofsted Inspector

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Inspection of Benchill Primary School

Benchill Road, Wythenshawe, Manchester M22 8EJ

Inspection dates: 11–12 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this school?

This is a calm and caring school where pupils thrive both socially and emotionally. Leaders' vision of 'Respect-Learn-Safe' is well embedded into the school's culture. Leaders and staff have high expectations for all pupils. As a result, pupils learn well.

Teachers know pupils well. Teachers nurture, develop and challenge pupils so that they achieve well. The curriculum has helped to raise pupils' aspirations and resilience. It equips them well for life in modern Britain. Pupils study a wide range of subjects and have many opportunities to learn beyond the school gates. For example, in geography, pupils learned about mankind's impact on the environment. Pupils decided to set up an eco-warrior club to raise awareness of the environment.

Pupils enjoy school because they enjoy their learning. They feel safe and well looked after. They know that the adults in school care about them and that there is always someone to talk to. Pupils' behaviour is good around the school. Pupils we spoke to told us that bullying is rare. If it does occur, they said that it is dealt with quickly. Pupils particularly enjoy learning by going on trips, for example to a museum, as this brings their learning to life.

What does the school do well and what does it need to do better?

Leaders are clear about how the curriculum should be taught. They also understand how the things pupils are taught will help them to be successful in the future. The curriculum is well planned in most subjects. Staff are well trained in some subjects. This means that teachers are more confident in teaching some subjects than they are in others. Pupils learn about new things in a logical order, which helps them to remember. However, there are still some subjects, such as history, where leaders have not identified what they want pupils to know and remember as they get older. This means that some lessons do not always build on what pupils already know.

Learning to read is central to the success of this school. Staff are well supported by the teacher who is responsible for reading. All staff understand how phonics should be taught and they do this well. Extra help is given quickly to any pupils who need to catch up. Pupils achieve well in the Year 1 phonics screening check.

Pupils enjoy reading and listening to stories. Some pupils explained in detail what makes a good writer and why they like different authors. Books that pupils read in school are matched to the phonics they have been learning. However, this is not always the case with the books that pupils take home. Some pupils find these books too challenging because they are not closely matched to the phonics they know.

Children get off to an excellent start in the Nursery. They make strong progress, often from a low starting point. This is because leaders and staff have created an environment that supports an ambitious and well-planned curriculum. In Reception, there is a focus on developing children's early reading, writing and mathematics skills. Staff read to children every day. However, in Reception, there are limited

opportunities for children to develop their physical skills and explore the natural environment outdoors.

Leaders and staff have high expectations for pupils' behaviour. Pupils are polite, respectful and caring towards each other. They know about different faiths and religions and how to be a good citizen. Pupils enjoy their time at school and they attend regularly.

Pupils with special educational needs and/or disabilities (SEND) have their needs met well. Parents and carers of these pupils spoke highly of the support they receive. They were all in agreement that their children make good progress academically and socially. Parents also feel that they now have a good understanding of how they can support their children's learning at home. This is because of the support they have received from leaders.

The school is well led and managed. The headteacher leads a dedicated team of staff who are all proud to be part of this calm and inclusive school. Leaders understand the pressure that staff are under and how hard they work. Leaders think about this before they make any changes to teaching. Leaders make sure that teachers are well supported and protected from bullying and harassment.

Governors use their skills well to support and challenge the leadership of the school. They regularly attend the school to check whether improvements are happening. Governors have been actively involved in the improvements made to the curriculum.

The school's curriculum is not yet sufficiently coherently planned and sequenced in most subjects. However, it is clear from the actions that leaders have already taken to plan this year's curriculum and to train staff in how to deliver it that they are in the process of bringing this about.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that there is a strong culture of keeping children safe. They understand any issues in the local area. They use this information well to provide training and support that pupils and their families need. As a result, pupils know how to stay safe at school, at home and in the local community.

All staff receive regular training and safeguarding updates. They know what signs to look for if they have any concerns about a child's safety. Relationships between adults and pupils are excellent. This ensures that pupils feel safe at school and are comfortable when approaching staff with any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Children in Reception do not have the same opportunities as those in Nursery to develop their physical skills and explore the natural environment outdoors. Leaders need to ensure that all children within the early years have regular opportunities to do this.
- The changes leaders have made to the way that subjects other than reading, writing and mathematics are taught are very recent. Training has also mainly focused on the teaching of reading, writing and mathematics. Leaders need to embed the changes they have made so that subjects other than reading, writing and mathematics are taught to the same high standard and in the same logical way. This will ensure that pupils know and remember more in all subjects.
- Some pupils guess words in the books that they are given to read at home. This is because the books are not matched to their phonics knowledge. Leaders need to make sure that the books children take home enable them to practise the phonics they are learning in school. This will help to further develop pupils' early reading skills.

How can I feed back my views?

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Further information

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In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	132241
Local authority	Manchester
Inspection number	10086851
Type of school	Primary
School category	Foundation
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	537
Appropriate authority	Local authority
Chair of governing body	Ian Maddly
Headteacher	Helen Eken
Website	www.benchill.manchester.sch.uk/
Date of previous inspection	4–5 March 2015

Information about this school

- The school has provision for two-year-olds.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors observed teaching and learning in classes across the school, including joint observations with senior leaders.
- Inspectors examined a range of pupils' work from each year group in subjects across the curriculum. Inspectors also examined work of pupils with SEND.
- Inspectors listened to pupils read from Years 1, 2, 3, 4 and 5.
- Inspectors observed pupils' behaviour during lessons, at breaktimes, at lunchtimes and when pupils were moving around the school. They spoke with pupils formally in groups and informally around the school.
- Meetings were held with governors, senior leaders and middle leaders.
- Inspectors considered a range of documentation, such as the school's evaluation of its own performance and its areas for development. Inspectors looked at

attendance and behaviour records.

- Inspectors reviewed safeguarding documentation, considered how this relates to daily practice and spoke with staff and pupils.
- The inspection focused deeply on reading, mathematics, science and history. This included discussions with leaders of the subjects, visits to lessons, discussions with teachers about the subjects, scrutiny of pupils' works in the subjects and discussions with pupils about the subjects. Inspectors also took a broad overview of pupils' work in subjects across the curriculum.
- Inspectors considered the 14 responses to Ofsted's online survey, Parent View, and 22 responses from the online staff survey. There were no responses to the pupils' survey.

Inspection team

Julie Barlow, lead inspector	Her Majesty's Inspector
Linda Griffiths	Ofsted Inspector
Sheryl Farnworth	Ofsted Inspector

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Inspection of an outstanding school: Collyhurst Nursery School

Teignmouth Avenue, Collyhurst, Manchester, Lancashire M40 7QD

Inspection dates:

11 September 2019

Outcome

Collyhurst Nursery School continues to be an outstanding school.

What is it like to attend this school?

Children flourish at this school academically, socially and emotionally. Staff have high expectations of all children. They believe that there is 'no limit to what children can achieve'.

Children behave very well. They are polite, well mannered and give a warm welcome to visitors. Children enjoy coming to school and feel very safe. They skip into school each morning with happy, smiling faces. Parents and carers do not have to stay long in the school because their children settle quickly. Children are happy, confident and share a tight bond with their key person. We saw lots of good-humoured, positive interactions between staff and children.

Right from the start, children learn the importance of sharing and taking turns. Children form firm friendships. They mix well together. There is no hint of any unhappiness. We saw no evidence of any form of bullying.

Learning is active, magical and fun. Children are not afraid to make mistakes. Staff know when to stand back and let children work things out for themselves, or when to offer support.

The local authority uses the school as an example of strong practice in developing children's speech and language skills. Parents are happy with the quality of education that the school provides.

What does the school do well and what does it need to do better?

School leaders, staff and governors unite in their desire to provide children with the best possible start to their education. No one is complacent. Staff plan activities very well and link them to children's interests. Staff know what to teach children and in what order. They know exactly what children need to know before they move on to more difficult work. We saw that children achieve very well across the curriculum. They are ready for

the next stage of their education. Children behave impeccably and there is no bullying.

Leaders and staff prioritise helping children to become good readers. The displays around the school remind parents of the importance of reading to their children. Phonic lessons start as soon children begin school. Leaders check children's progress to ensure that no one falls behind. Book areas in the classroom and communal areas are inviting. They are stocked with high-quality books and props. Children enjoy sharing books with their friends or reading on their own for pleasure. Staff make story time a pleasurable experience for children. We listened to children read. They handle books with care and turn the pages correctly. Children talk about what they can see in the pictures. They know that print carries meaning.

We noticed that staff take every opportunity to develop children's communication and language skills. Staff listen to children carefully. They change the language that they use and the questions that they ask according to the skills of each child. Staff teach children to listen and follow instructions. We saw staff use imaginative resources, songs and games to encourage children to develop and extend their vocabulary.

Children show a keen interest in mathematics. Staff incorporate the teaching of mathematics into the daily routine. Staff encourage children to count, develop mathematical language, identify shapes and solve mathematical problems through play.

Children with special educational needs and/or disabilities (SEND) achieve well. Staff understand the difficulties faced by children with SEND. They access training and work well with parents and outside agencies. Staff include children with SEND in all aspects of school life.

Staff feel valued and work well as a team. They appreciate senior leaders' investment in their ongoing training and the consideration that they give to their work-life balance. In return, staff work hard to ensure that all children achieve their best.

Governors know the school very well. They are very supportive of the headteacher. Governors have a secure understanding of what the headteacher wants to achieve. They are not afraid to ask the headteacher difficult questions to improve the school.

The school provides a range of activities to help children appreciate the world around them. Children learn about different faiths and cultures. They visit places of interest such as the library, farms, allotments and archaeological sites. No one misses out on these activities.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and welfare is top priority. Staff are aware that safeguarding is everyone's responsibility. They act quickly should they have any concerns.

Staff work well with other agencies to support children and their families who face difficult

circumstances. Leaders monitor attendance and follow up any unexplained absences quickly.

The school site is safe and secure. No new member of staff is allowed to start work at the school until all relevant checks have been completed.

Background

When we have judged a school to be outstanding we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Collyhurst Nursery School to be outstanding on 14 November 2014.

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In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	105385
Local authority	Manchester
Inspection number	10046043
Type of school	Nursery
School category	Maintained
Age range of pupils	3 to 5
Gender of pupils	Mixed
Number of pupils on the school roll	38
Appropriate authority	The governing body
Chair of governing body	Jade Wright
Headteacher	Jo Fenton
Website	www.collyhurst.manchester.sch.uk
Date of previous inspection	13–14 November 2014

Information about this school

- Since the last inspection, a new headteacher and chair of governors has been appointed.
- The governing body runs clubs before and after school.
- There is childcare on site which is run by the governing body. This provision is registered with Ofsted and is subject to separate inspection arrangements.
- There is also a children centre on site which is run by the governing body. The governing body also has responsibility for another three children centres across north Manchester.
- Children with SEND attend the nursery school. Most of these children have speech and language difficulties or autism spectrum disorders.
- All children attend on a full-time basis.

Information about this inspection

- Inspectors visited lessons at various times during the day.
- Inspectors held meetings with members of the senior leadership team, governors and staff.

- Inspectors spoke with parents as they brought their children to school.
- Inspectors looked at examples of children's work and spoke with children when they visited lessons. Inspectors listened to children read.
- Inspectors held additional discussions with staff which focused on safeguarding. They also examined documentation relating to safeguarding.
- Inspectors carried out deep dives into reading, mathematics and communication and language. Deep dives are the methodology by which inspectors identify why a subject is as it is. This entails: discussions with subject leaders, visits to lessons, looking at examples of children's work, discussions with teachers and discussions with children.
- An inspector held a telephone conversation with a representative from the local authority.
- There were less than five responses to Parent View, Ofsted's online questionnaire. The inspection team considered all of these responses. Inspectors also took account of the school's own questionnaire to parents.

Inspection team

Sheila Iwaskow, lead inspector

Her Majesty's Inspector

Ann Dimeck

Ofsted Inspector

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Inspection of a good school: Longsight Community Primary

Farrer Road, Longsight, Manchester, Lancashire M13 0QX

Inspection dates:

24–25 September 2019

Outcome

Longsight Community Primary continues to be a good school.

What is it like to attend this school?

Longsight Community Primary is a school at the heart of its community. Leaders, staff, pupils and parents are all proud of the school. Pupils told me that their school is 'incredible'. They are happy and feel safe because staff look after them and care about what they have to say. If they have any worries they know someone will help them. Pupils state that bullying is rare and if it did happen then adults would sort it out quickly. Parents agree that their children are safe and happy at school.

Pupils love their lessons because teachers plan activities that they enjoy. They work hard in lessons and support each other well. New pupils to school settle quickly because of the way they are welcomed into the school's family. Leaders value all pupils and meet their needs well. They have the highest expectations for all pupils and have planned a curriculum which enables them to be the best that they can be.

Pupils enjoy the roles and responsibilities that they hold across the school, from prefects to Reception buddies. They say that these opportunities help them to make their school a better place. Pupils take part in a wide range of sporting activities and many represent their school in tournaments.

What does the school do well and what does it need to do better?

Longsight Community Primary is well led and managed. Leaders know their school well. They act quickly when there are weaknesses to make sure that they improve. Leaders are ambitious for all pupils and determined that they achieve their potential. Pupils rise to this challenge. Teachers, especially those new to teaching, are supported well and feel valued. They get many opportunities for training and development. Staff say that leaders care about their well-being.

Leaders have made sure that pupils receive a broad and interesting curriculum. The curriculum has been planned so that pupils can make links in their learning and build up their knowledge over time. Pupils enjoy a wide range of opportunities that prepare them

to be good citizens in the future. Pupils that spoke to me told me that they 'want to make the world a better place'.

Leaders have made reading a priority in the school. Pupils across the school make strong progress in reading by the end of Year 6. In every classroom there are well-resourced reading areas where pupils enjoy reading books. Pupils talk with excitement about a range of books that are their favourites.

At the start of Reception children begin to learn phonics (letters and the sounds they represent). Leaders have made sure that staff know how phonics should be taught. Pupils' progress in phonics is checked regularly and extra help is given to any pupils who need to catch up. Pupils achieve well in the Year 1 phonics screening check. There are occasions where younger pupils find reading too difficult. This is because the books that they read do not always match the sounds that they are learning.

The teaching of mathematics is a strength and pupils achieve well. Teachers have strong subject knowledge and plan work which develops pupils' knowledge and skills. There are many opportunities for pupils to practise what they already know before they learn new things. Pupils enjoy using the 'chilli challenges' and work hard to finish them all.

The leader of physical education (PE) has planned the PE curriculum so that pupils' skills develop well across the school. Teachers have improved the way that they check what pupils already know and can do. Leaders' plans show how teachers will use this information to build on pupils' knowledge and skills.

Children quickly settle into Reception, make friends and enjoy their learning. The environment both inside and outside is well-resourced and organised. Children are well cared for and feel safe. Teachers make sure that they develop children's early mathematics, language and communication skills. Children make strong progress and are prepared well for Year 1.

In classes and around school, pupils are kind and considerate to others. Behaviour is good and there is little disruption to learning. Pupils with special educational needs and/or disabilities (SEND) are supported well and they make strong progress. They learn alongside their classmates and have full access to the wider curriculum. Pupils leave the school well prepared for the next stage in their education.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that keeping children safe is a priority across the school. They know the local community well and understand the risks that their pupils may face. They use this information to provide training for staff and pupils. Staff are vigilant and know what to do if they think a pupil may be at risk. Arrangements for safeguarding are checked regularly by the school's safeguarding governor.

Leaders work well with other agencies to ensure that pupils are kept safe. They make

sure that vulnerable pupils and their families get the help that they need. Pupils spoken with during the inspection could explain how to keep themselves safe in the community and online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The changes that leaders have made to the way that foundation subjects are taught are very recent. Leaders need to embed these so that teachers build on what pupils already know and can do in the same logical way as in reading, writing and mathematics. Ofsted transition arrangements were applied for the foundation subjects during this inspection.
- Some pupils guess words in the books that they are given to read. This is because the books are not always matched to their phonic knowledge. Leaders need to make sure that the books children read in school and take home enable them to practise the phonics they are learning in school. This will help to further develop pupils' early reading skills.

Background

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This is the first section 8 inspection since we judged Longsight Community Primary to be good on 9 and 10 June 2015.

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premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	139790
Local authority	Manchester
Inspection number	10087735
Type of school	Primary
School category	Free School
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	213
Appropriate authority	Board of trustees
Chair of governing body	Emma Perry
Executive Headteacher	Rukhsana Ahmed
Website	www.longsightcp.com
Date of previous inspection	9–10 June 2015

Information about this school

- Longsight Community Primary School opened as a free school in September 2013. The school was set up by the Big Life group of social businesses and charities. The school is situated in the heart of Longsight and co-located with Longsight Children's Centre.

Information about this inspection

- During the inspection, I spoke with pupils, both formally and informally, about their work and school life. I spoke with members of the local governing body, trustees from the Big Life Trust, a representative from the local authority, the executive headteacher, head of school, and members of staff.
- I reviewed a range of documentation including documentation about attendance, safeguarding and checks undertaken on newly appointed staff.
- I considered the 20 responses to Ofsted's online survey, Parent View, the 13 responses from the online staff survey and nine responses to the pupil survey.
- I looked in depth at reading, mathematics and physical education. This entailed discussions with subject leaders; visits to lessons; looking at examples of children's work; discussions with teachers; discussions with children and listening to children read.

Inspection team

Julie Barlow, lead inspector

Her Majesty's Inspector

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Brighter Beginnings Day Nursery

Burnage Children's Centre, Broadhill Road, Manchester M19 1AG

Inspection date	20 August 2019
Previous inspection date	29 June 2018

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

- All children, including babies and toddlers, make good progress. They ooze with confidence and thoroughly enjoy their time in this stimulating nursery.
- Children are eager to learn and benefit from uplifting experiences. For example, all children enjoy dressing up for Eid. They also take part in meaningful activities that help them to understand about similarities and differences.
- Staff teach children the importance of being kind and considerate, which works well in practice. During the inspection, children showed concern for a 'wiggly worm', which they discovered in the outdoor play area. They also showed concern and consideration for their friend who accidentally stood on it.
- Due to gaps in the key-person system, some staff are not aware of children's next steps in learning.
- Parents are not consistently kept up to date with their children's progress. This weakness is largely due to a fault with the online system that parents can no longer access. Managers already have plans to remedy this issue.
- The newly appointed manager is supported well by senior leaders. They work closely with staff and as a team they have implemented positive changes. Children have benefited hugely from these changes.

What the setting needs to do to improve further

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

- strengthen the key-person system so that all staff caring for children are fully aware of their next steps in learning
- improve systems for communicating with parents.

Inspection activities

- Discussions were held with the leadership and management team.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector spoke to parents during the inspection. The inspector also considered parents' testimonials provided by the nursery.
- The inspector carried out a joint observation with two managers.
- The inspector looked at a sample of documentation, including accident records.
- The inspector discussed the nursery's self-evaluation.

Inspector

Tricia Graham

Inspection findings

Effectiveness of leadership and management is good

Since the previous inspection, there has been a period of instability that led to a slight decline in practice. However, the leadership and management team has taken prompt action. Leaders have tackled underperformance and the manager works harmoniously with the dedicated staff team. All staff have benefited from intensive support provided by the local authority, an external consultant and the company's dedicated quality team. As a result, outcomes for children are good. Safeguarding is effective. All staff, including the apprentices, ensure children's safety at all times. Staff have benefited from child protection training and understand the procedures to follow if they have any concerns about a child's well-being.

Quality of teaching, learning and assessment is good

Staff make good use of their close links with professionals based in the Sure Start centre, which is located in the same building. Staff assess all children's speech and language and make prompt referrals, if needed, to the speech and language therapist. Consequently, children get the additional support they need. Children's speech and language is further enhanced because staff model good language and pronounce words correctly. For example, babies imitate words and sounds such as 'yum yum cucumber' during lunchtime. Older children, especially the boys, are captivated as staff read action-packed narratives. This widens children's vocabulary and helps them to learn different rhyming words.

Personal development, behaviour and welfare are good

Children are well behaved and show high levels of respect for their friends. They take turns and are eager to help. For example, older children worked together to make an obstacle course and helped each other as they carefully balanced on the stepping stones. Staff are responsive to children's individual needs and interests, which supports their emotional well-being. Staff provide one-to-one support for children with special educational needs and/or disabilities (SEND). They also adapt the learning environment to meet the learning needs of children with SEND. For example, staff offer increased outdoor play opportunities, which work well for some children. Children's emotional well-being is given high priority. Staff identified that some toddlers struggled when they moved into the pre-school room. As a result, they created a 'nurture' room, which eases the toddlers' transition. Parents are hugely supportive of this room and they speak highly of the care their children receive.

Outcomes for children are good

Children enjoy exciting experiences that help them to explore their ideas, have fun and learn. For example, babies show curiosity as they explore the musical instruments and action-response toys. Older children remain focused but also have great fun as they collect pears from the fruit tree. All children display good levels of independence. For example, toddlers show increased skill as they drink from an unlidded cup and competently feed themselves using appropriate cutlery. Overall, staff are passionate about their role and teach children effectively. As a consequence, children are happy, settled and make good progress.

Setting details

Unique reference number	EY538070
Local authority	Manchester
Inspection number	10120277
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	60
Number of children on roll	77
Name of registered person	Brighter Beginnings Day Nursery Limited
Registered person unique reference number	RP904240
Date of previous inspection	29 June 2018
Telephone number	07976069818

Brighter Beginnings Day Nursery registered in 2016. The nursery employs 14 members of childcare staff. Of these, one holds qualified teacher status, two hold childcare qualifications at level 5, three at level 3 and five at level 2. 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.

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Inspection of Milkyway Preschool Playgroup

Bangladesh House, 19a Birch Lane, MANCHESTER M13 0NW

Inspection date: 13 September 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and safe in the playgroup. They are supported very closely by caring staff. The playgroup has a real community feel. All children, even those who are new starters, display strong levels of self-esteem. For example, staff provide flexible settling-in sessions. Children bring in favourite toys from home, which helps to support the transition process.

Children are aware of what makes them unique. They have a strong sense of belonging. For example, staff speak fluently in children's home languages, as well as English.

Leaders have high expectations for children and generally provide a well-designed curriculum. They offer activities based on what children need to learn next. Overall, staff think about how they can build on what children already know. For example, they praise children for counting in sequence as they build towers with coloured blocks. This helps younger children to be confident and recite numbers as they play.

Children build on their prior knowledge as they lead their own play. For example, they pretend that one object represents another during animated role play. They use a metal pan lid to represent a musical instrument that looks similar. Children hold pencils with precision and make marks. They use their small-muscle skills to paint with brushes and squeeze icing onto gingerbread. Activities such as these help to prepare older children for writing when they move on to school.

What does the early years setting do well and what does it need to do better?

- Enthusiastic leaders and staff strive to make continuous improvements that benefit children and families. They have worked hard to address the areas for development raised at the previous inspection. Detailed action plans are used well and as a result, they have achieved a good standard provision.
- The curriculum is well planned and overall, helps to develop children's skills. Children make typical and good progress. However, occasionally, staff do not adapt teaching as necessary and build on opportunities to challenge children's individual learning to the highest level.
- Staff plan some interesting activities that enthuse and excite children. For example, staff take children on various outings, including to theme parks, ice-cream factories and to a centre designed to teach visitors about sea creatures. This helps children to benefit from new experiences, outside of their home and the playgroup environment.
- Partnerships with external agencies are well established. This helps to ensure consistency in supporting care and learning for children who speak English as an

additional language. All children, even those with less than typical levels of development on entry, receive the support needed to allow them to access good-quality provision.

- Parents praise the homely and inclusive atmosphere. They commend the staff team. Parents comment that the staff are like family members. Staff share regular updates on children's progress with parents and use different strategies to involve parents. For example, staff hold regular coffee mornings which parents attend to receive formal updates on children's progress.
- Leaders provide staff with regular professional development opportunities. They use different methods to help staff to strengthen their good-quality teaching practice, including video observations and peer-on-peer observations. Staff feel well supported by leaders. However, some staff are not as effective at managing their workload, which sometimes impacts on their free time.
- Children's behaviour is very good. They demonstrate high levels of self-control and quickly demonstrate that they understand the behavioural expectations. They play cooperatively with others and readily share musical instruments with their peers. All children display a positive disposition towards learning.
- Friendly staff provide a welcoming environment. They interact with children with positivity and respect. Even new children are confident and happy. Higher than required staff-to-child ratios help staff to provide strong levels of support and care. Overall, staff know the children very well. However, sometimes, they do not build on children's individual interests during planned activities.
- Children follow positive hygiene routines, such as handwashing, with little or no prompting. They brush their teeth and enjoy active play. Children expertly manoeuvre through a tunnel and climb steps to the large outdoor slide.

Safeguarding

The arrangements for safeguarding are effective.

All staff know the signs that may indicate a child is at risk of harm. They understand how to identify and report concerns about a child or the conduct of a colleague. Staff are aware of some of the wider aspects of safeguarding, such as how to identify children who may be at risk of radicalisation. Staff know the appropriate steps to take to keep children safe. Leaders ensure staff keep their child protection knowledge up to date. Since the previous inspection, staff have attended paediatric first-aid training. Staff are confident and suitably trained to deal with any minor accidents.

What does the setting need to do to improve?

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

- support staff more effectively and help them to manage their workload even more productively

- adapt teaching as necessary and build on opportunities to challenge children's individual skills and learning to the highest level
- make the most of opportunities that arise to follow children's lead and build on their interests during planned activities.

Setting details

Unique reference number	EY451353
Local authority	Manchester
Inspection number	10082977
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	2 to 3
Total number of places	15
Number of children on roll	12
Name of registered person	Manchester Early Learning Centre Ltd
Registered person unique reference number	RP902629
Telephone number	01612257482
Date of previous inspection	12 October 2018

Information about this early years setting

Milkyway Preschool Playgroup registered in 2012. The playgroup employs five members of childcare staff. Of these, three hold early years qualifications at level 2 or 3. One staff member has qualified teacher status. The playgroup opens from Monday to Friday during term time only. Sessions are from 9am until midday and from 12.30pm until 3.30pm. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Layla Davies

Inspection activities

- The inspector and the manager completed a learning walk to gain an understanding of how the early years provision and the curriculum are organised.
- A joint observation of teaching was carried out by the inspector and the manager.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- A sample of documents were reviewed, including evidence of staff's suitability and training, and evidence of staff's paediatric first-aid certificates.
- The quality of education was observed indoors and outdoors.
- The inspector and the manager held regular discussions during the inspection.

We carried out this inspection 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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Inspection of Wmb Born2win Day Nursery

163 Moston Lane, Manchester, Lancashire M9 4HR

Inspection date: 9 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are extremely happy and settled in this newly registered nursery. Babies demonstrate their contentment as they hum and vocalise tunefully to familiar songs, such as 'Old MacDonald'. Children are eager explorers. They take part in a variety of activities that capture their interests. They engage well with their peers and demonstrate a positive attitude to learning.

The provider and manager share their expertise as they work alongside staff. They are gelling together as an effective team, which has a positive impact on children. Children greet staff with smiles and they have forged strong relationships with their key person. Staff have high expectations for children and get to know their capabilities from the start. They work closely with parents and carefully assess what children know and can do. This approach works particularly well for children with special educational needs and/or disabilities (SEND). Staff ensure that all support is in place for children from the onset. They work closely with outside agencies and devise individual educational programmes, which they follow precisely. As a result, children with SEND receive the best possible support, which prepares them well for their future learning.

Children are safe and secure. They display good behaviour and respond well to the nursery's routines. Pre-school children listen carefully and no longer get upset when they cannot go first. Instead, they beam with pride when they are praised by staff for waiting patiently.

What does the early years setting do well and what does it need to do better?

- The provider and manager have a clear vision of what they want to achieve. Their action plan is ambitious but realistic. Their priority, which is shared by staff, is children's care, learning and education. They have already made huge strides, for example by creating a well-designed curriculum for children. Consequently, all children, including babies, are eager to learn.
- Staff have a secure knowledge of child development and how children learn. For example, they give non-mobile babies lots of 'tummy time' to help strengthen their heads and upper body muscles, in preparation for crawling. Staff ensure that activities, such as sensory items, are at low level so that babies can touch and explore familiar resources.
- Staff use assessment well and plan activities to check what children know and can do when they start at the nursery. They provide different activities to assess older children's and toddlers' early writing and physical skills. Toddlers thoroughly enjoy making marks with the trucks and paints. They show curiosity as they make different patterns. Pre-school children maintain focus and attempt to draw around different shapes. Staff accurately identify that the older children

and toddlers are at different levels. They skilfully adapt the activities to meet their individual learning needs.

- Children who speak English as an additional language are supported well. Many staff speak different languages and they also use sign-supported English to help children develop their vocabulary. All children and babies thoroughly enjoy singing activities. Staff read stories with gusto, which inspires children to share the joy of reading. Children select books independently and show genuine interest as they look at the illustrations. Although staff speak clearly and audibly, they occasionally forget to model correct language. This does not help children to pronounce and say some words correctly.
- Staff implement effective hygiene practices which promote children's good health. For example, babies' bottles are freshly prepared in the kitchen and staff cradle babies so they can drink their milk safely. Parents particularly appreciate the cleanliness of the nursery, which is maintained to a very high standard. However, the nursery temperature is not maintained throughout the day. During the inspection, the baby room was a little chilly. Consequently, babies' comfort was not fully assured.
- Although children are just settling into the nursery, they display high levels of confidence. Pre-school children take themselves to the bathroom and manage their personal needs successfully. Babies and toddlers are truly settled and relish the cuddles they receive from staff throughout the day. Parents speak highly of the staff and state that their children are happy and settled at the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of their responsibilities for keeping children safe. Many have undertaken relevant training. As a result, they understand the various aspects of child protection, such as domestic violence and the effect this has on children. Staff are confident that they can report any concerns to the provider or manager, who are the designated persons for child protection. Staff adhere to the nursery's mobile phone policy, which is also shared with parents and visitors. The provider has detailed records to demonstrate the suitability of staff. The provider has paid particular attention to the safety of the nursery. External doors are securely locked and internal doors can only be opened by staff.

What does the setting need to do to improve?

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

- ensure staff model correct language to enhance children's speaking skills
- ensure the temperature is adequately maintained to ensure babies' comfort.

Setting details

Unique reference number	2540292
Local authority	Manchester
Inspection number	10126721
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 10
Total number of places	82
Number of children on roll	56
Name of registered person	Wise Masterbuilders Childcare Limited
Registered person unique reference number	RP902788
Telephone number	07828118358
Date of previous inspection	Not applicable

Information about this early years setting

Wmb Born2win Day Nursery registered in 2019. It is situated in Moston, Manchester. The nursery employs nine members of childcare staff. Of these, one holds an early years qualification at level 6, one holds level 4, six hold level 3 and one holds level 2. The nursery opens from Monday to Friday all year round, except for public 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.

Information about this inspection

Inspector

Tricia Graham

Inspection activities

- The provider and inspector completed a 'learning walk' around the nursery.
- The inspector held meetings with the provider and manager.
- Consideration was given to parents' comments.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector carried out a joint observation with the provider.
- The inspector spoke to children and staff throughout the inspection.
- The inspector looked at a sample of documentation, including accident records.

We carried out this inspection 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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Title	Ofsted Subgroup
Membership	Councillors Hewitson, Kilpatrick, Lovecy (Chair), McHale, Madeline Monaghan, Reeves, Reid and Stone, Mrs Miles and Dr Omara
Lead Executive Members	Councillor Bridges - Executive Member for Children's Services
Strategic Directors	Paul Marshall - Strategic Director of Children's Services Amanda Corcoran – Director of Education
Lead Officers	Liz Clarke - Senior Schools Quality Assurance Officer Sean McKendrick - Deputy Director of Children's Services
Contact officer	Rachel McKeon - Scrutiny Support
Rationale	<p>This Subgroup has been established to:</p> <ul style="list-style-type: none"> • consider inspection reports and performance information for Manchester Schools; • consider inspection reports and performance information for Manchester Children's Centres • consider inspection reports and performance information for Daycare providers in Manchester • consider inspection reports and performance information for childminders in Manchester • consider inspection reports and performance information for Manchester City Council-owned children's homes • consider Ofsted inspections and guidance into how local authorities secure school improvement • liaise with Council Officers, School Staff and Early Years staff to identify barriers to performance • make any necessary recommendations to the Children and Young People Scrutiny Committee
Operation	This Subgroup will meet periodically and report its findings to the Children and Young People Scrutiny Committee by submitting minutes to the Committee.
Access to Information	<p>Meetings of this Subgroup will be open to members of the press and public except where information which is confidential or exempt from publication is being considered.</p> <p>Papers for the Subgroup will be made available to members of the press and public on the Council's website and in the Rates Hall of the Town Hall Extension except where information which is confidential or exempt from publication is being considered.</p>
Schedule of Meetings	16 October 2019 13 November 2019 22 January 2020 18 March 2020

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**Children and Young People Scrutiny Committee
Ofsted Subgroup
Work Programme – November 2019**

Wednesday 13 November 2019, 2pm (Report deadline Monday 4 November 2019)				
Item	Purpose of Report	Lead Officer	Executive Member	Comments
Lily Lane Primary School	To receive an update on the progress of Lily Lane Primary School, following its inspection in October 2018.	Liz Clarke Rachel McKeon	Councillor Bridges	See January 2019 minutes
Ofsted Inspections of Manchester Schools	To receive a list of all Manchester schools which have been inspected since the last meeting and the judgements awarded. To consider inspection reports for a selection of the schools.	Liz Clarke Rachel McKeon	Councillor Bridges	
Daycare Providers	To receive a summary of Ofsted inspection information for daycare providers. To consider inspection reports and performance information for a selection of daycare providers.	Liz Clarke Rachel McKeon	Councillor Bridges	
Terms of Reference and Work Programme	To review the Terms of Reference and work programme.	Rachel McKeon	-	

Items to be scheduled				
Item	Purpose of Report	Lead Officer	Executive Member	Comments
Support to Schools and Early Years Settings	To receive a report giving an overview of the support available to schools and early years settings and how well this is working.	Liz Clarke	Councillor Bridges	See October 2019 minutes
Wythenshawe Education Board	To receive information on the Wythenshawe Education Board.	Liz Clarke	Councillor Bridges	See October

				2019 minutes
Ofsted Inspections of Childminders	To receive a report on Ofsted inspections of childminders.	Liz Clarke	Councillor Bridges	See March 2019 minutes