



Overview and Scrutiny Ofsted Subgroup

Date: Wednesday, 18 March 2020

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 22 January 2020.
- 2. Feedback on Visits**
To receive Members' feedback on recent visits.
- 3. Newall Green High School**
To receive an oral update following the decision to close Newall Green High School, including the actions being taken by the Council to support those affected.
- 4. 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.
- 4a. The East Manchester Academy** 13 - 20
- 5. Daycare Providers** 21 - 22
To receive a list of all daycare providers which have been inspected since the last meeting and the judgements awarded.

To consider inspection reports for a selection of daycare providers.
- 5a. Didsbury Village Day Nursery** 23 - 28
- 5b. Merry Kidz Day Nursery** 29 - 34
- 5c. Tiny Tigers Nursery** 35 - 40
- 6. Terms of Reference and Work Programme** 41 - 44
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:

Rachel McKeon
Tel: 0161 234 4497
Email: rachel.mckeon@manchester.gov.uk

This agenda was issued on **Wednesday, 11 March 2020** 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 22 January 2020

Present:

Councillor Lovecy – in the Chair
Councillors Reid and Stone

Apologies:

Dr W Omara, Parent Governor Representatives

CYP/OSG/20/01 Minutes

Decision

To approve as a correct record the minutes of the meeting held on 13 November 2019.

CYP/OSG/20/02 Feedback on School Visits

The Chair reported that Members of the Subgroup had recently visited Manchester Communication Academy, Abbott Community Primary School and Ashgate Specialist Support School, which, she advised, were all fantastic schools.

Members discussed the visit to Manchester Communication Academy, highlighting the recording studio, the breakfast club, the activities available, community engagement and the inclusive nature of the school. Members also discussed the challenges of open plan buildings, with the Head of School Quality Assurance and Strategic SEND commenting that most schools built as part of the Building Schools for the Future project had been built as open plan with flexible walls but that most had since made changes to create contained classrooms. In response to a comment from the Chair, she informed Members that the school was currently making some changes to address a budget deficit.

Members discussed the visit to Abbott Community Primary School, highlighting the pro-active headteacher, the breakfast club, which had improved punctuality, the links to the local community and the library. Members also discussed the proposed expansion of the school, the challenges that small schools faced when they expanded rapidly and the importance of the headteacher and the Council having an adequate voice in the process. The Head of School Quality Assurance and Strategic SEND outlined the process for this and how the Council and the school leadership team were involved. She reported that many schools had now expanded so the learning from these experiences would be utilised to better manage future school expansions. She advised the Subgroup that she would pass Members' comments on to the Director of Education and the Head of Access.

Members discussed the visit to Ashgate Specialist Support School. The Chair commented that it was an excellent school and that she had been very impressed by the progress that the children had made by Key Stage 2. She reported that the staff understood the pupils' needs and that the children learnt to manage their own

behaviour. The Subgroup discussed whether some children who were being supported in mainstream education would be better placed in special schools. A Member commented that, wherever possible, children with Special Educational Needs and Disability (SEND) should be placed in mainstream schools with additional support but that there were some children for whom a special school was the best option. The Head of School Quality Assurance and Strategic SEND informed Members about the work to increase the number of special school places in the city, while noting that places were being filled as soon as they became available. A Member commented that, while the funding for the High Needs Block of the Dedicated Schools Grant had now been increased, it had previously been frozen for several years. The Subgroup discussed the co-location of special schools and mainstream schools, noting that in some cases this was working well but in others the schools did not engage with each other.

The Chair informed Members that she had written to the schools to thank them for accommodating the visits.

Decision

To note the oral reports.

CYP/OSG/20/03 Support to Schools and Early Years Settings

The Subgroup considered the information that had been submitted which provided an overview of the support available to schools and early years settings.

Officers gave an overview of the information provided including:

- The Council's offer to schools;
- School Quality Assurance Protocol;
- Early Years Quality Assurance Protocol; and
- The work of the Early Years Quality Assurance Team.

The Chair requested that this information be circulated to all Members of the Children and Young People Scrutiny Committee.

A Member welcomed the support that the Quality Assurance Team provided to Manchester schools, citing an example of a school they had helped. The Head of School Quality Assurance and Strategic SEND highlighted the positive feedback received from the Greater Manchester Peer Challenge review of Manchester's school improvement work.

A Member advised that, where schools were not engaging, officers should inform Ward Councillors who might be able to assist. The Chair recognised the importance of Ward Councillors being involved in school improvement and the role they could play. In response to a Member's question, the Senior School Quality Assurance Officer updated Members on the work of the Manchester Schools Alliance.

In response to a question from the Chair, the Senior School Quality Assurance Officer outlined how her team used its influence, brokered support for schools and

provided quality assurance of this. The Chair recognised the strategic thinking and quality of work taking place with reduced resources.

In response to a question from the Chair, the Senior Quality Assurance Officer (Early Years) informed Members of work to address school readiness, including promoting a shared understanding of what school readiness was as, she advised, nurseries, parents and primary schools could all have different expectations about what children should be able to do when they started school.

Decision

To request that this information be circulated to all Members of the Children and Young People Scrutiny Committee.

CYP/OSG/20/04 Ofsted Inspections of Manchester Schools

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 this information.

The Subgroup considered the recent Ofsted special measures monitoring inspection report for Newall Green High School, noting that this was the third monitoring inspection since the school had become subject to special measures following the inspection that had taken place in March 2018. At the latest monitoring inspection, Ofsted had judged that leaders and managers at the school were taking effective action towards the removal of special measures. The Senior School Quality Assurance Officer provided an overview of the findings, commenting that the school was engaging well with the Quality Assurance Team and had been receiving additional support from the team, due to being in special measures. She reported that the trust which ran the school had approached the Department for Education to discuss closing the school and that, if this went ahead, the Council would support parents through the admissions process to find new school places for their children.

Members welcomed the progress that was being made in improving the school and stated their opposition to proposals to close the school. A Member reported that the Council's Executive was opposed to the proposed closure of the school and that this issue would also be considered at the next meeting of the Children and Young People Scrutiny Committee on 5 February 2020. The Head of School Quality Assurance and Strategic SEND advised Members that schools which were judged as 'inadequate' could over time see a reduction in their school roll, which then made it more challenging to improve, and that the falling school roll was the reason given for the proposal to close Newall Green High School.

The Subgroup discussed the ability of other Wythenshawe schools to absorb the 360 pupils who would need a new school place if the school closed. The Head of School Quality Assurance and Strategic SEND advised the Subgroup that there were some places available at other Wythenshawe schools but some parents were concerned about siblings being able to attend the same school and parents of children with Special Educational Needs and Disability (SEND) were concerned about finding another school which would meet their child's needs; however, she reiterated the

Council's commitment to providing support to the families who would be affected by the proposed closure and informed Members that the Admissions Team was already working to identify other school places for the affected pupils.

The Subgroup considered the recent Ofsted inspection report for St Anne's RC Primary School in Ancoats, which continued to be judged as 'good' by Ofsted. The Senior School Quality Assurance Officer outlined the strengths and areas for improvement identified through the inspection. The Chair commented that this was a good report and recommended that the Subgroup write to the school to congratulate them.

The Subgroup considered the recent Ofsted inspection report for St John's RC Primary School. The Senior School Quality Assurance Officer reported that the school had last been inspected in November 2006, when it had been judged outstanding, and had then been re-inspected in October 2019 under the new Ofsted Framework, when it had been judged as 'good'. She reported that the senior leadership team and almost all of the teaching staff had changed since the last inspection and that the school had self-assessed as being 'good'. She informed Members that the school had been working with the Quality Assurance Team and outlined the support that was being provided to them. She highlighted some of the key points from the inspection report.

The Chair welcomed the subsidised trips abroad for pupils and praised the work of the headteacher. A Member expressed concern at the length of time between Ofsted inspections, which was due to the school having previously been judged as 'outstanding' and advised that, based on his knowledge of the school, the report was a realistic appraisal of the school. The Head of School Quality Assurance and Strategic SEND welcomed the Department for Education's proposal that 'outstanding' schools should no longer be exempt from routine Ofsted inspections. A Member recommended that the Subgroup write to the school to congratulate them on their recent Ofsted report and support them on their journey back to 'outstanding'.

The Subgroup considered the recent Ofsted inspection report for Varna Community Primary School. The Senior School Quality Assurance Officer informed Members that this had been a thematic inspection to better understand the school's curriculum and that the school's Ofsted judgement did not change as a result of this type of visit. She reported that the inspection had focused on languages provision (Spanish), which was a specialism for the school, and highlighted some of the strengths and areas for improvement detailed in the report. A Member welcomed the report and that Spanish was a strength for the school.

Decision

To write to St Anne's RC Primary School and St John's RC Primary School to congratulate them on their recent Ofsted reports.

CYP/OSG/20/04 Ofsted Inspections of Daycare Providers

The Subgroup considered the recent Ofsted inspection report for Bubbly Bear Ltd. The Senior Quality Assurance Officer (Early Years) informed Members that the

setting had been judged as 'requires improvement' for a second time; however, she advised Members that they now had a strong manager in place and that the Ofsted inspector had found that the setting had some strengths and had the capacity to improve. She also outlined the support that was being provided to help them to improve. In response to a question from the Chair, she confirmed that it was expected that the setting would improve.

The Subgroup considered the recent Ofsted inspection report for Foundation Years Nurseries Debdale Park. The Senior Quality Assurance Officer (Early Years) provided Members with an overview of the setting, reporting that its Ofsted judgement had changed from 'outstanding' to 'good' under the new Ofsted Framework. A Member reported that the nursery was involved in the local community and that the children enjoyed their time there. He suggested that the Subgroup visit the nursery.

The Subgroup considered the recent Ofsted inspection report for Tiddlywinks Out Of School Club, which had previously been judged as 'outstanding' and which had been judged as having 'met' the quality and standards of early years provision at its most recent inspection. The Senior Quality Assurance Officer (Early Years) reported that all the standalone out of school clubs in Manchester had been judged as 'good' or 'outstanding' but that Ofsted now only judged out of school clubs as either having 'met' or 'not met' the quality and standards of early years provision. In response to a question from the Chair, she advised that this was because out of school settings were play-based rather than education-based.

Decision

To request that a visit to Foundation Years Nurseries Debdale Park be arranged for Members of the Subgroup.

CYP/OSG/20/05 Terms of Reference and Work Programme

The Subgroup considered the Terms and Reference and Work Programme.

Decision

To approve the Terms of Reference and Work Programme.

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Schools - Ofsted inspection outcomes
Autumn Term 2019

| School | Previous Ofsted outcome | Date of most recent inspection | Ofsted outcome | Ofsted report published Y/N |
|---|--------------------------------|---------------------------------------|------------------------------|------------------------------------|
| Collyhurst Nursery School (S8) | Outstanding | 11/09/19 | Outstanding | Y |
| Benchill Primary School (S5) | Good | 11/09/19 | Good | Y |
| Longsight Community Primary (S8) | Good | 24/09/19 | Good | Y |
| Abbey Hey Primary Academy (S5) | Good | 01/10/19 | Good | Y |
| St John's RC Primary (S8 deemed S5) | Outstanding | 08/10/19 | Good | Y |
| Northenden Community Primary (S8 deemed S5) | Outstanding | 22/10/19 | Good | Y |
| Webster Primary Academy (S8) | Good | 23/10/19 | Good | Y |
| St Wilfrid's RC Hulme (S8) | Good | 31/10/19 | Good | Y |
| Newall Green High (S8 monitoring) | Special Measures | 19/11/19 | Taking effective action | Y |
| Varna Community (S8 MFL) | Outstanding | 26/11/19 | N/A | Y |
| St Anne's Ancoats (S8) | Good | 26/11/19 | Good | Y |
| King David Primary (S8 MFL) | Outstanding | 28/11/19 | N/A | Y |
| St Anthony's RC Academy (S8) | Good | 10/12/19 | Good | Y |
| St Augustine's CofE Pri (S8) | Good | 10/12/19 | Good | Y |
| The East Manchester Academy (S5) | Requires Improvement | 11/12/19 | Inadequate: Special Measures | Y |



Spring Term 2020

| School | Previous Ofsted outcome | Date of most recent inspection | Ofsted outcome | Ofsted report published Y/N |
|---|-------------------------|--------------------------------|------------------------------|-----------------------------|
| St Chad's RC Primary (S5) | Good | 08/01/20 | Inadequate: Special Measures | Y |
| Crumpsall Lane Primary (S5) | Requires Improvement | 14/01/20 | Requires Improvement | Y |
| Cedar Mount Academy (S5) | Requires Improvement | 15/01/20 | Requires Improvement | Y |
| St John's CofE Primary Longsight (S5) | Requires Improvement | 28/01/20 | Good | Y |
| St Paul's RC High (S8 monitoring) | Requires Improvement | 29/01/20 | Taking effective action | Y |
| Barlow Hall Primary (S8) | Good | 29/01/20 | Good | Y |
| St Clement's CofE Primary (S5) | Requires Improvement | 11/02/20 | Good | Y |
| St Wilfrid's CofE Primary Newton Heath (S5) | Good | 11/02/20 | | N |
| Manchester Heath Academy (S5) | Good | 03/03/20 | | N |
| Sacred Heart RC Primary Gorton (S8 MFL) | Outstanding | 05/03/20 | N/A | N |

Inspection of The East Manchester Academy

60 Grey Mare Lane, Beswick, Manchester, Greater Manchester M11 3DS

Inspection dates: 11–12 December 2019

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this school?

The people who are responsible for this school have not ensured that it is a safe place for its pupils. Many pupils behave in an unruly and aggressive way, particularly during social times. Pupils say that there are frequent fights. This means that pupils are not physically safe.

Incidents of racism and homophobia are commonplace. The culture of the school is not kind or accepting of people's differences. This means that many pupils do not feel happy, valued or safe. There are high levels of bullying, and most of these incidents are not dealt with well by staff.

The frequent leadership and staffing changes in the last two years have made the situation worse. Until recently, pupils have had no stability. This has now changed with the arrival of the new headteacher. The new leadership team understands the deep-rooted issues in the school. They genuinely care about and want the best for the pupils. They are committed to providing a safe environment in which all pupils can flourish.

During their time in the school, pupils do not make good enough progress. They do not achieve well by the end of Year 11. New leaders have made changes to what and how pupils learn, particularly in Years 7 to 9. The quality of education that pupils receive is now improving.

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

This school is in a worse position now than at the time of the last inspection. Leaders, including trustees and governors, have not been able to make the school a safe place in which pupils can thrive and achieve well.

Since the previous inspection, there has been a lack of consistency and stability in leadership. This has badly affected pupils and staff. The responses to the online surveys from pupils, staff, and parents and carers raise significant concerns about the quality of leadership, particularly in relation to behaviour. The saving grace in this dire situation is the calibre of the new senior leadership team. These principled and committed leaders are acutely aware of the serious deficiencies throughout the school. Their actions have already had a positive impact on the quality of pupils' education. However, they know that pupils' very poor behaviour relates to more underlying concerns about the culture of the school.

Leaders understand how important it is for all pupils to benefit from a high-quality curriculum. The new headteacher has wasted no time before working with subject leaders to design an ambitious curriculum, particularly in key stage 3. There is a focus in Years 7 to 9 on broadening and deepening pupils' knowledge. Each subject now has an overarching plan. However, these have only been introduced at the start

of this term. There is more work to be done on the detail that sits underneath these plans to ensure that learning is planned and organised effectively. That said, pupils in key stage 3 are already benefiting from this new curriculum.

The curriculum in recent years has not enabled pupils to gain the knowledge and skills that they require to achieve highly. In the last three years, the progress that pupils have made by the end of Year 11 has been well below the national average. Pupils with special educational needs and/or disabilities (SEND), and those who are disadvantaged, do not achieve well at this school.

Pupils with SEND get a particularly raw deal. Often, their needs are not identified effectively. Even when they are, some leaders do not understand how to meet these needs to help pupils be successful. Far too often, these pupils are excluded or placed on inappropriate part-time timetables.

There has been some improvement in pupils' behaviour in lessons. This is particularly so where there are strong relationships between teachers and pupils. Where this is the case, pupils' positive attitudes contribute to their learning.

Leaders have been able to do nothing to address the extremely concerning behaviour of many pupils during social times and between lessons. The dining room is not fit for purpose, as it cannot safely accommodate the number of pupils on site. A very high number of pupils are either excluded from lessons or from the school. Leaders have unlawfully excluded some pupils, who are not attending school while they await alternative arrangements for their education.

Pupils' attendance is not good enough. This is particularly the case for those with SEND and those who are disadvantaged. Leaders have not ensured that pupils' absence is recorded accurately.

Leaders have not made pupils' personal development a high enough priority. This has created a culture in the school in which people's differences, for example in relation to race and sexual orientation, are not valued or respected. Leaders have not ensured that pupils are prepared for life in modern Britain. Leaders have plans in place to improve the programme to support pupils' personal development. However, currently, these plans have done little to rectify the situation.

The headteacher and her team are under no illusion about the enormity of the task that they face in turning this school around. They are not helped by the lack of clarity that exists in relation to the responsibilities of governors and trustees.

Safeguarding

The arrangements for safeguarding are not effective.

Many pupils and some staff do not feel safe in the school. The main reason for this is the unruly, anti-social behaviour of a significant proportion of pupils. For many pupils and some staff, their day-to-day experience at school routinely involves

having to endure verbal abuse. Fights are frequent, and there have been incidents of staff being physically assaulted.

A significant minority of pupils are unlawfully excluded from school while they await alternative education. Too many pupils are on inappropriate part-time timetables. These arrangements compromise the safeguarding of these pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders, including trustees and governors, have not demonstrated the expertise or capacity needed to bring about the improvements that this school requires. This means that the school is in a worse position now than when it was last inspected. Leaders must take urgent action to change the culture of the school, so that all pupils and staff feel valued and can flourish. The trust must provide the new leadership team with all the support that it needs to tackle the endemic weaknesses that exist throughout the school.
- The scheme of delegation between the trust and the governing body is not fit for purpose. There are no clear lines of accountability between the trust board, governing body and executive officers. Trustees are in breach of their statutory duties in relation to safeguarding and the Equality Act 2010. The trust must urgently review its responsibilities in relation to all aspects of this school. They must draw up a scheme of delegation that provides clarity to school leaders about where responsibilities lie.
- Equality of opportunity is not promoted throughout the school. Leaders have failed to create a culture in which difference, for example in relation to race and sexual orientation, is respected and valued. Racism and homophobia are endemic in the school. Leaders must ensure that the Equality Act 2010 is promoted in all aspects of school life. They must make pupils' wider personal development a higher priority, so that pupils are better prepared for life in modern Britain. Leaders must also ensure that there are systems in place to help staff to deal more effectively with bullying.
- Leaders have not created an environment in which all pupils and staff are safe. The unruly and aggressive behaviour of many pupils means that leaders cannot ensure that pupils and staff are physically safe. Pupils and staff are at risk of verbal abuse and physical assault. Some pupils have been unlawfully excluded from school while awaiting alternative educational placements. Others are on inappropriate part-time timetables. In these situations, the safeguarding arrangements of pupils are compromised. Leaders must waste no time before establishing a strong culture of safeguarding for all pupils and staff.
- During break, lunchtimes and between lessons, the behaviour of a significant proportion of pupils is unacceptable. These pupils routinely behave in an anti-social manner. There are too many incidents of rowdy behaviour, including fights. Leaders must take urgent action to promote pupils' ability to regulate their own

behaviour. They must also ensure that they have a behaviour management system that is fit for purpose and that all staff apply this consistently.

- Leaders have a poor track record in supporting pupils with SEND. Leaders are not effective at identifying or meeting the needs of these pupils. Consequently, a high proportion of these pupils do not attend the school regularly and are frequently excluded. They also do not achieve well. The trust should ensure that there is strong leadership in this area, so that the needs of these pupils are prioritised.
- Pupils' attendance is not good enough. This is particularly the case for pupils with SEND and those who are disadvantaged. Leaders must take action to ensure that all pupils attend the school regularly.
- Leaders have taken effective action to improve the quality of the curriculum throughout the school, particularly in key stage 3. Leaders must ensure that the ambitious curriculum plans are now implemented well in all subjects. They must continue to identify what the key concepts are that pupils need to know and remember as they progress through the curriculum.

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.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

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 | 144494 |
| Local authority | Manchester |
| Inspection number | 10121996 |
| Type of school | Secondary Comprehensive |
| School category | Academy sponsor-led |
| Age range of pupils | 11 to 16 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 1001 |
| Appropriate authority | Board of trustees |
| Chair of trust | Andrew Mullen |
| Headteacher | Jacqueline Bowen |
| Website | http://theeastmanchesteracademy.co.uk |
| Date of previous inspection | 17–18 October 2017 |

Information about this school

- A new headteacher took up her post in March 2019. This is the fifth headteacher in the school in the last four years.
- There are 18 pupils currently attending alternative provision. The school works with the following providers: Harpurhey Alternative Provision School; Manchester Vocational Learning Academy; Manchester Pupil Referral Unit; Leo Kelly Centre; Teenage Works; and EdStart.

Information about this inspection

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

In accordance with section 44(1) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

It is strongly recommended that the school does not appoint newly qualified teachers.

- We held meetings with the headteacher, and senior and subject leaders. We also met with the executive headteacher, the chair of the trust and the chair of the local governing body.
- We held telephone conversations with a representative from the local authority and with representatives from two of the alternative providers used by the school.
- We checked on safeguarding documentation, including the school’s appointment checks on staff.
- We considered the views of the 252 pupils and the 70 staff who responded to Ofsted’s online surveys. We also considered the views expressed by parents in the 27 responses to Ofsted’s online survey Parent View, including the comments received via the free-text facility.
- We spoke with groups of pupils formally and informally to gather their views, particularly on behaviour and safety.
- We did deep dives in English, mathematics, science and history. We met with subject leaders, pupils and teaching staff, visited lessons and looked at pupils’ work.

Inspection team

| | |
|----------------------------------|-------------------------|
| Anne Seneviratne, lead inspector | Her Majesty’s Inspector |
| Jonathan Smart | Her Majesty’s Inspector |
| David Hampson | Ofsted Inspector |
| Dympna Woods | Ofsted Inspector |
| Dawn Platt | Ofsted Inspector |
| Linda Griffiths | Ofsted Inspector |

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Early Years Ofsted Inspection Outcomes
January 15 2020 – March 9 2020

| Setting | Previous Ofsted outcome | Date of most recent inspection | Ofsted outcome | Report published Y/N |
|--------------------------------|----------------------------------|---------------------------------------|---|-----------------------------|
| Didsbury village day nursery | Good | 14/01/2020 | Good (Outstanding in Behaviour and attitudes) | Y |
| Brighter Beginning Fallowfield | Outstanding | 05/02/2020 | Outstanding | Y |
| Happy Days | 1st inspection | 03/01/2020 | Good | Y |

| Outcome | January 15 2020 | January 15 2020 – March 9 2020 |
|----------------|------------------------|---------------------------------------|
| Outstanding | 0 | 1 |
| Good | 3 | 2 |
| RI | 2 | |
| Met | 4 | |
| Total | 9 | 3 |

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Inspection of Didsbury Village Day Nursery

1 Moorland Road, MANCHESTER M20 6BB

Inspection date: 14 January 2020

Overall effectiveness **Good**

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Didsbury Village Day Nursery is a special place where staff nurture children, who have fun learning together. A significant strength of the nursery is the outstanding attitude to learning and behaviour. This is due to staff being excellent role models and consistent in their professional approach. Children are encouraged to understand their feelings and regulate emotions right from the start, enabling them to grow and learn in a safe environment. Staff consistently encourage children to be sociable, respectful and gentle with each other. It was a heart-warming moment to see a young baby sharing out glittery balls with her friends. Children who are upset when their parents leave are cuddled and comforted by their key person. They settle quickly as a result of lovely close bonds and the skilful interactions of staff.

Children enthusiastically talk about what they do at their nursery. Young children confidently explained that they feed lettuce to the nursery pet ducks because it is better for them than bread. Lots of laughter can be heard throughout the nursery and children learn through playful interactions.

Developing children's communication and language skills from a young age is a key priority for leaders and staff. This is implemented through creative storytelling that captures children's imagination and brings stories alive. Some children use real stethoscopes to hear each other's hearts after listening to a story about looking after our bodies. Others pretend to protect their teacher from a dragon by pulling up the drawbridge in a cardboard castle they had made. The manager and staff are passionate about doing their very best for the children, and this shines through all that they do.

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

- The manager has designed an ambitious curriculum that covers the seven areas of learning. Importance is placed on providing sensory experiences and messy play for young children, and using books and songs from the start.
- The staff plan interesting and engaging activities, such as food tasting and a mermaid lagoon, to stimulate imaginative play indoors. However, staff do not always consider how they can fully utilise the learning opportunities the outdoor area provides.
- The staff know their key children well. They can identify next steps in learning that challenge and ensure progress. Teaching is usually led by an adult, and child-initiated play is very limited. Children have fewer opportunities to access resources themselves, so they can practise and consolidate new skills.
- The staff work in partnership with parents to ensure consistent and tailored routines for the children. For example, babies are soothed to sleep following

guidance from parents, and a member of staff stays with them until they wake. From testimonials provided at the inspection, it is clear that the parents hold the nursery in high regard and value the staff.

- The manager is hands-on and enjoys being in the rooms with the staff and children. As such, she has created a culture of good attitudes towards learning for all. Staff have many opportunities to develop their practice through accessing a variety of training, including learning from each other through peer support. Supervision arrangements are in place, and the manager places importance on ensuring staff well-being.
- A variety of experiences are provided for children to go on outings within the local community. Children were excited to tell the inspector about their trip to the local shops to buy flowers to put on the tables at lunchtime. Visitors come into nursery to teach children football skills, music and dance. The children have recently been to the pantomime and had a farm visit. These are all opportunities that help children to understand their place in the community and give them a wider view of the world around them.

Safeguarding

The arrangements for safeguarding are effective.

Effective safeguarding procedures are in place from recruitment of staff through to their employment, and all staff receive up to date safeguarding training. They understand how to refer any concerns they may have about a child and what to do if they do not feel sufficient action has been taken. Staff also understand the steps to take if they have concerns about the conduct of a colleague. The designated person fully understands her role in keeping children safe and protected from harm. Staff teach children from a young age about the importance of keeping safe, including the importance of online safety.

What does the setting need to do to improve?

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

- support staff to develop their use of the outdoor learning environment so it excites and interests children, and motivates their learning
- review the learning environment to ensure that children have the opportunity to access resources themselves to help develop, consolidate and deepen their knowledge, understanding and skills across the areas of learning.

Setting details

| | |
|--|---|
| Unique reference number | EY367552 |
| Local authority | Manchester |
| Inspection number | 10064796 |
| 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 4 |
| Total number of places | 89 |
| Number of children on roll | 102 |
| Name of registered person | Total Childcare Limited |
| Registered person unique reference number | RP526597 |
| Telephone number | 0161 445 0100 |
| Date of previous inspection | 30 March 2016 |

Information about this early years setting

Didsbury Village Day Nursery opened in January 1995. It operates from a converted Victorian house and is located in the centre of Didsbury, in South Manchester. The provision is open Monday to Friday from 7.30am until 6.30pm for 51 weeks of the year. There are 33 members of staff who work with the children. Of these, 30 are qualified in early years at level 2 or above and 25 staff are qualified at level 3 or above. Three members of staff are qualified at level 6. The manager and one member of staff are qualified teachers. The setting provides places for children from birth and funded education for three- and four-year-olds.

Information about this inspection

Inspector

Carolyn Penzak

Inspection activities

- The inspector completed a learning walk with the manager across all areas of the nursery, inside and outside, to understand how the provision and curriculum are organised.
- Joint observations of two activities were carried out by the inspector and the manager.
- The inspector held a meeting with the manager and deputy manager to look at relevant documentation.
- The views of parents collected during the inspection were taken into account.
- The inspector held discussions with the staff and children.
- The inspector tracked the experiences of two children from different age groups.

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 Merry Kidz Day Nursery

The Pineapple, Garratt Way, Manchester, Lancashire M18 8HE

Inspection date: 3 September 2019

| Overall effectiveness | Requires improvement |
|--|-----------------------------|
| The quality of education | Requires improvement |
| Behaviour and attitudes | Requires improvement |
| Personal development | Requires improvement |
| Leadership and management | Requires improvement |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision requires improvement

Children have access to a well-resourced outdoor area. They exercise in the fresh air and refine their physical skills as they run around, ride wheeled toys and learn to balance on the wooden beams. Babies enjoy exploring a range of equipment that is specific to their age and stages of development.

The manager, who is also the provider, does not deploy staff well enough in the room for two- and three-year-old children, known as the 'little strides room'. The quality of teaching is not consistent across all the age ranges of children. For example, although teaching in the baby room is strong, the quality of teaching in the little strides room is variable and at times ineffective. Staff do not always mirror children's language well. Therefore, children's language skills are not promoted well enough. Also, on occasions, staff do not act quickly enough to settle new children who are upset.

Staff make good use of daily discussions to inform parents about their child's day. The manager gains the views of staff and parents in order to identify areas to improve. For example, the manager is aware that she has a number of relatively new staff and that she needs to develop the skills of these staff even further. The setting is safe and secure.

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

- Overall, the manager has high expectations for the children that attend her nursery. However, in the little strides room, the manager and staff often prioritise completing domestic tasks over interacting with the children. Some routines, such as mealtimes, are not organised well enough. As a result, children often sit for long periods of time waiting for their food. In addition, inconsistent interactions with the children, at times, lead to minor outbursts of poor behaviour.
- Teaching in the baby room is better. Baby-room staff have completed the relevant training for infants. Babies form secure bonds with staff and gain a sense of belonging.
- Children enjoy opportunities to practise their mark-making skills. However, on occasion, in the little strides room, staff do not engage well with children to extend their skills. As a result, children are often not interested or involved in the activities provided.
- Staff monitor children's progress on a regular basis. In the main, activities focus on children's next steps in learning or interests. Children learn about the book, 'We're going on a bear hunt'. They demonstrate their developing physical skills and active imaginations as they act out climbing over and under obstacles. Children demonstrate their critical-thinking skills. For example, they work out

- how to use a pulley to pull a bucket of balls to the top of the climbing frame.
- All children learn about the wider world and the community in which they live. They visit the local residential home for the elderly. Children also visit the allotment, where they grow their own vegetables. Staff help children to understand about healthy eating. For example, they cook and eat the home-grown produce.
 - The teaching of letters and sounds is not good enough. Staff do not have a thorough understanding of how to support children to recognise and say initial letter sounds. As a result, children find it difficult to fully participate in some activities.
 - Staff have positive relationships with parents and encourage them to be involved in their child's learning. Parents speak highly of the staff, complimenting them on how they provide daily updates regarding children's experiences and progress.
 - The manager has vigorous recruitment procedures in place to ensure the suitability of staff she employs. The manager regularly monitors their performance. However, despite staff identifying a specific training need in promoting children's language skills, little action has been taken to address this in order to improve staff's teaching in this area.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete relevant online training to keep their safeguarding knowledge up to date. As a result, they are fully aware of the procedures to follow if they are concerned about the welfare of a child. All staff members are also aware of the procedures to implement in the event that they have a concern about other staff members or the manager.

What does the setting need to do to improve?

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

| | Due date |
|--|-----------------|
| ensure staff receive ongoing support and relevant training to improve their quality of teaching and their interactions with children | 27/09/2019 |
| ensure that staffing arrangements are organised in a way that consistently supports children's care and learning needs, particularly during mealtimes. | 27/09/2019 |

Setting details

| | |
|--|---|
| Unique reference number | EY554651 |
| Local authority | Manchester |
| Inspection number | 10120958 |
| 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 4 |
| Total number of places | 75 |
| Number of children on roll | 56 |
| Name of registered person | Merry Kidz Childcare Limited |
| Registered person unique reference number | RP554650 |
| Telephone number | 0161 327 0717 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Merry Kidz Day Nursery Limited registered in 2018. It is situated in Gorton, Manchester. The nursery employs eight members of childcare staff. The provider holds a relevant level 6 qualification in early years. One staff member holds a qualification at level 7, three staff hold qualifications at level 3 and one staff member holds a qualification at level 2. The nursery opens Monday to Friday, all year round from 8am to 6pm. The nursery also provides before- and after-school care.

Information about this inspection

Inspector

Alison Tranby

Inspection activities

- The inspector had a tour of all the areas of the nursery and observed children during their play indoors and outside.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- A meeting was held between the inspector and the nursery manager.
- Two joint observations were carried out by the inspector and the nursery manager.
- The inspector looked at a sample of the nursery's documentation, policies, procedures and evidence of staff's suitability.

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 Tiny Tigers Nursery

Cheetham Sure Start, Cheetwood Road, Manchester M8 8AQ

Inspection date: 14 February 2020

| | |
|--|--------------------|
| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Outstanding |
| 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 appear to be very happy and extremely settled at this good-quality nursery. They are highly engaged during their play and have remarkable attitudes towards their learning. For example, children become enthralled at the marks they make with paint using their feet. Babies show excellent perseverance and pleasure as they pull themselves up onto low-level apparatus outdoors.

Staff are positive role models who have high expectations for children's behaviour. Children are exceptionally well behaved, show confidence to ask for help and show exemplary levels of respect towards others. They understand exactly what is expected of them and are eager to share and cooperate. For example, as they take turns while completing a jigsaw puzzle, children say 'sharing is caring'.

Children show good large-muscle skills as they kick balls outdoors and use ropes to climb up onto the climbing frame. They develop small-muscle skills by exploring sand and flour with their hands, and by playing with musical instruments. Children giggle with delight as they sing along to songs and listen carefully to stories. Children's well-being is given high priority. They are encouraged to think about how they feel throughout the day.

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

- Leaders have a clear understanding of what they want children to learn and why. The manager and her team are dedicated to helping children thrive. During weekly meetings, staff receive feedback to develop their practice. Leaders reflect on the setting and demonstrate a good capacity to continually improve.
- Children are provided with meaningful learning experiences based on their interests and individual needs. For example, children interested in insects are offered opportunities to search for them. Gaps in learning close and all children make good progress. Through robust interventions and monitoring, children who speak English as an additional language receive good levels of support. Children with special educational needs and/or disabilities also make good progress. Care plans are reviewed with parents and external professionals.
- Children are confident individuals who are developing a good awareness of the community in which they live. Toys and books are carefully chosen to promote children's learning about similarities and differences between themselves and others. Children and their families donate to a local food bank to help others less fortunate than themselves.
- Overall, staff support children's communication and language skills well. They teach children sign language, sing songs and read their favourite stories. However, some staff do not always engage in thoughtful conversations with children, or ask challenging questions to support their language development to

the highest level.

- Care practices are good. Children are encouraged to manage their own needs and to be independent, for example when taking off their shoes or putting on their coats. Children wash their hands before eating and serve their own food at lunch and snack and times. Babies are encouraged to select their own snacks and use cutlery to eat their lunch.
- Leaders have identified a need to focus on children's literacy development. Children enjoy looking at books and learn to recognise their own names. However, staff do not always model the correct pronunciation of letter sounds to promote children's early literacy skills.
- Children are well supported during the settling-in period, as staff spend time getting to know their individual needs. Children settle quickly and show outstanding behaviour. Close links with local schools help to support children's move on to school.
- Partnerships with parents are good. Parents praise staff on how friendly and approachable they are. Staff share daily updates with parents, and invite them to meetings to discuss their children's learning and development. Parents are involved in deciding which activities are on offer to the children.
- Leaders ensure that staff are well qualified and have access to training. A comprehensive programme of supervision and support helps to develop staff practice and improve outcomes for children. Staff comment on how their well-being is given priority and how they are supported both in and out of work.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well deployed across the nursery premises, which are safe and secure. Staff have a thorough understanding of how to keep children safe and protected from harm. They understand the steps to take should they become concerned about a child's welfare or the conduct of a colleague. Staff understand wider safeguarding concerns, such as radicalisation and extremist views. Recruitment arrangements are robust and ensure that all staff employed are suitable to work with children. The manager ensures that staff attend safeguarding training, and that their knowledge is kept up to date.

What does the setting need to do to improve?

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

- provide children with more opportunities to engage in thoughtful and challenging conversations, to raise their communication and language skills to the highest level
- model the correct pronunciation of letter sounds consistently, to promote children's early literacy skills.

Setting details

| | |
|--|---|
| Unique reference number | EY552407 |
| Local authority | Manchester |
| Inspection number | 10144612 |
| 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 5 |
| Total number of places | 100 |
| Number of children on roll | 45 |
| Name of registered person | Tiny Tigers Nursery Ltd |
| Registered person unique reference number | RP552406 |
| Telephone number | 01618329444 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Tiny Tigers Nursery registered in 2017 and is situated in Manchester. The nursery employs 10 members of childcare staff. Of these, six hold relevant qualifications at level 3 or above. The nursery opens 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.

Information about this inspection

Inspector

David Lobodzinski

Inspection activities

- A learning walk was conducted by the inspector and the manager.
- The inspector observed the learning environment inside and outdoors.
- Discussions were held throughout the inspection with the manager, staff, parents, children and a representative from the local authority.
- The inspector observed the interactions between staff and children. He evaluated the impact this has on children's learning.
- The inspector reviewed relevant documentation, including evidence of the suitability and training of staff.

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 | 18 March 2020 |

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**Children and Young People Scrutiny Committee
Ofsted Subgroup
Work Programme – March 2020**

| Wednesday 18 March 2020, 2pm (Report deadline Monday 9 March 2020) | | | | |
|---|--|-----------------------------|-------------------------|-----------------|
| Item | Purpose of Report | Lead Officer | Executive Member | Comments |
| Feedback on Visits | To receive Members' feedback on recent visits carried out by the Subgroup. | - | - | |
| Newall Green High School | To receive an oral update following the decision to close Newall Green High School, including the actions being taken by the Council to support those affected. | Liz Clarke | Councillor Bridges | |
| 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, including East Manchester Academy. | 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 |
| Ofsted Inspections of Childminders | To receive a report on Ofsted inspections of childminders. | Liz Clarke | Councillor Bridges | See March 2019 minutes |

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