



Overview and Scrutiny Ofsted Subgroup

Date: Wednesday, 23 November 2022

Time: 10.00 am

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.

There is no public access from any other entrance.

Membership

Councillors –

Lovecy (Chair), Bano, Gartside, Reid and Sadler

Co-opted Members –

Miss S Iltaf

Agenda

- | | | |
|-----|--|---------|
| 1. | Minutes
To approve as a correct record the minutes of the meeting held on 27 July 2022. | 3 - 6 |
| 2. | 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. | 7 - 8 |
| 2a. | Galacticos | 9 - 14 |
| 2b. | Collyhurst Nursery School and Children's Centre | 15 - 22 |
| 2c. | BOSH 5 | 23 - 28 |
| 2d. | Bizzie Kidz Nursery Limited | 29 - 34 |
| 2e. | St Wilfrid's Out of School Care | 35 - 40 |
| 3. | 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. | 41 - 44 |

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, 15 November 2022** by the Governance and Scrutiny Support Unit, Manchester City Council, Level 2, Town Hall Extension, Manchester M60 2LA.

Children and Young People Scrutiny Committee – Ofsted Subgroup

Minutes of the meeting held on 27 July 2022

Present:

Councillor Lovecy – in the Chair
Councillors Gartside and Reid

Also present:

Councillor Bano, Member of the Children and Young People Scrutiny Committee

Apologies:

Councillor Sadler
Miss S Iltaf, Teacher Representative

CYP/OSG/22/08 Minutes

Decision

To approve as a correct record the minutes of the meeting held on 2 March 2022.

CYP/OSG/22/09 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 Director of Education provided an overview of this information, stating that overall the position in Manchester was positive, with 91% of primary schools and 75% of secondary schools being judged as “good” or “outstanding”. She outlined the context of the recent inspections, highlighting the impact of the pandemic on Manchester schools.

The Subgroup considered the recent Ofsted report for Broad Oak Primary School, which had been judged as “requires improvement”. The Director of Education reported that the school had previously been judged as “good” and highlighted some of the challenges facing the school including falling pupil numbers and financial problems. She informed Members that the school was engaging with the Council and with the Aspire multi-academy trust to secure improvements. She highlighted that Ofsted had identified some strengths in the report but that curriculum development had been identified as an area which needed to improve.

The Subgroup considered the recent Ofsted report for Rushbrook Primary Academy which had been judged as “requires improvement” at its most recent inspection. The Director of Education reported that the school had also been judged as “requires improvement” at its previous inspection but that there had been improvements in the more recent report, with some areas now judged as “good”. She highlighted that curriculum development had been identified as an area for improvement in this report, in common with a number of the reports that the Subgroup was considering. She informed the Subgroup that the school engaged with the Council and was part of a multi-academy trust. A Member expressed concern that the current Ofsted report format was not detailed enough. She also expressed concern about the focus that Ofsted were taking and advised that there was insufficient consideration of what

schools had been dealing with during the pandemic. In response to a question from the Chair about support being provided to the school, the Director of Education reported that the Head engaged well with Council's Education Service, which had invited them in for support and challenge meetings. She also commented positively about the Chair of Governors and highlighted that Ofsted had judged the leadership and management of the school to be "good"; however, she expressed concern that leadership of the curriculum was not stronger, considering that the school was part of a multi-academy trust, which should be supporting this. The Subgroup discussed the forthcoming regulations in relation to schools which had twice been judged as below "good" and whether there would be a re-brokering process for the school to become part of a different multi-academy trust. The Chair asked that the Subgroup be kept informed on this.

The Subgroup considered the recent Ofsted report for St John Bosco RC Primary School which had been judged as "requires improvement". The Director of Education reported that it was a very small, one-form-entry school. She reported that the school had previously been judged as "good" but that the Council had had concerns about the school and had provided additional support, including inviting the new Head, who had been appointed prior to the pandemic, in for a support and challenge meeting. She advised that the Head had worked hard to make improvements, that progress was being made and that, as a result, the report was more positive than it could have been, with some areas judged as "good".

A Member commented that small schools should be encouraged to work together more, stating that this was particularly an issue in north Manchester. The Director of Education reported that her service was discussing this with the Diocese of Salford, that some Federations of schools had been established for this reason and that the Diocese of Salford wanted its schools to become part of the Emmaus Catholic Academy Trust. She highlighted that the Schools White Paper included the expectation that schools would become part of a multi-academy trust by 2030. She advised that her service was putting in place subject leadership networks and citywide subject days for subject areas which were in need of curriculum development, with these being run by the Manchester Schools Alliance. She highlighted that there were also networks in north Manchester such as the north primary heads meetings which could be used to support curriculum development.

In response to a Member's question about falling rolls, the Director of Education reported that pupil numbers had declined in Reception and Year 1 but that some Key Stage 2 year groups and the secondary sector were very full. She stated that primary schools were being advised to take a pragmatic approach, bringing staffing levels in line with pupil numbers while making use of the space available, as it was expected that numbers would increase again in future; however, she recognised that this was particularly challenging for very small, single-form-entry schools.

The Subgroup considered the recent Ofsted report for St Mary's RC Primary School, which had been judged as "outstanding". The Director of Education praised the work of the Executive Headteacher. She explained that the school had received a section 8 inspection prior to the pandemic at which the inspectors had thought that the school could be "outstanding"; however, she advised that the judgement could only be changed by a full section 5 inspection, which had taken place in May 2022. The

Subgroup welcomed the excellent report. A Member suggested that the Subgroup visit the school. The Chair recommended that the Committee write to the school to congratulate them.

The Subgroup considered the recent Ofsted report for Lily Lane Primary School, which had been judged as “inadequate”. The Director of Education stated that the Council had had concerns about the school for some time. She reported that her service had put in place additional support to the school, including brokering support from another school, but that it had not been well-used; however, she acknowledged that, once the pandemic started, the school had responded well to the situation, including having a lot of children on site, quickly setting up remote learning and supporting the local community. She advised that the school had received a positive monitoring visit during the pandemic. She reported that her service had met with the school again in September 2021, as the COVID restrictions were lifted, to continue the offer of support but that the school did not take up the support offered. She reported that a lot of work was planned to improve the school and outlined action taken since the inspection, included brokering leadership from the Head of another local school, disestablishing the governing body and putting in place an Interim Executive Board (IEB). A Member suggested that the Subgroup visit Lily Lane Primary School, to which the Chair agreed. In response to a question from the Chair, the Director of Education reported that the Executive Headteacher would be spending three days a week at the school and that there would be two Deputy Heads in place. She reported that they were not advertising for a permanent Headteacher yet as the school would have to join a multi-academy trust.

The Subgroup considered the recent Ofsted report for King David High School which had been judged as “inadequate”. The Director of Education noted the unusual context of this inspection, the school having successfully challenged a previous inspection judgement. She reported that, since the most recent inspection, the school had been engaging well with the Council and the family of Manchester schools and that the new Executive Head was making a positive difference. A Member suggested that the Subgroup visit the school. The Subgroup discussed the finding that the school had discrimination unlawfully on the grounds of sex and the need to address this, including the challenges of religious sensitivities and getting support from parents and governors, including religious leaders. The Director of Education clarified that King David had a co-educational school with smaller single-sex units for children from more orthodox families who preferred a single-sex education and that the concerns related to the opportunities available to the girls in the single-sex provision. She reported that Ofsted’s view was that, as it was a state-funded school, while single-sex provision was acceptable, the female pupils needed to be offered the full curriculum and have the same opportunities as the boys.

A Member expressed concern about some private faith schools. In response to a question from the Chair, the Director of Education reported that private schools were subject to regulatory inspections and were included in the Council’s safeguarding work but that unregistered schools which were not known to the authorities were a concern. The Chair commented that Ward Councillors could raise any issues they became aware of in their ward.

Decisions

1. To write to St Mary's RC Primary School to congratulate them on their recent Ofsted report.
2. To arrange visits to St Mary's RC Primary School, Lily Lane Primary School and King David High School.

CYP/OSG/22/10 Terms of Reference and Work Programme

Decision

To note the Terms of Reference and Work Programme.


Early Years Settings OfSTED Inspection Outcomes 01/09/22 – 10/11/22
Academic Year 2022 23
Scrutiny 23rd November 2022

Setting	Type of Inspection	Dates	Outcome
Galacticos	EYR OOS	7/9/2022	Met
Collyhurst Nursery School and Children's Centre	EYF	8/9/2022	Good
BOSH 5	EYR OOS	30/09/2022	Met
Bizzie Kidz Nursery Limited	EYR	03/10/2022	Good
St Wilfrid's Out of School Care	EYF OOS	07/10/2022	Met

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Inspection of Galacticos

West Didsbury & Chorlton A F C, Brookburn Road, Manchester, Lancashire M21 8FE

Inspection date:

7 September 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children are happy, safe and confident at the club. They are supported well by kind and caring staff that take time to listen to them. As a result, children undertake experiences that they enjoy. Children are engaged and stimulated as they participate in a good range of varied experiences at the club, and they go on regular trips. For example, they visit sports stadiums and go on bug hunts. Children are competent in making choices about the experiences they want to engage in, as staff explain at the start of each session the range of activities available to them.

Children behave well because they understand the clear boundaries and expectations that are set in the club. Children demonstrate positive attitudes towards each other as they work collaboratively. For example, they each carry a piece of equipment outdoors, so they can play together. Children listen well and are growing in confidence as they are provided with lots of praise and encouragement. For example, when children enter the club after school, staff tell children what they did well on the walk back from school. Children delight in hearing their achievements.

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

- The manager is committed, passionate and determined to provide high-quality care for the children. She thinks carefully about the unique characteristics of each child and develops the provision to meet their individual needs. Consequently, children thrive in a caring environment.
- There are good relationships in place with other settings that children attend, such as the local school. This enables a consistent approach to meeting the needs of children. As a result, children develop a strong sense of belonging in the club.
- Children are offered a wide range of healthy foods, such as fresh fruit and wraps with ham, cheese, tuna, carrots and cucumber. This contributes towards children's healthy lifestyles.
- Children have good opportunities for fresh air and exercise. The wide range of outdoor activities helps to develop children's physical skills and supports them in being active. For example, the sports coach plays a range of games with them, motivating them to be healthy.
- Parents are exceptionally complimentary about the club. They describe the good communication in place and how they feel fully involved. Parents are pleased with the excellent range of activities that are provided for their children and how the staff support the children to resolve any conflicts.
- Children have a good range of experiences to develop their independence. For example, they help to prepare fruit for snacks, help themselves to fresh water

and wash their own hands. Therefore, children are developing their confidence in their own abilities.

- Staff support children to resolve differences. When conflicts do arise staff work together with children, talking to them about how their actions affect others. Consequently, children learn how to respect each other.
- The manager supports the staff team to continuously develop themselves and their practice. Staff undertake training in food hygiene, safeguarding, paediatric first aid and British values. They have regular team meetings, observations of their practice and annual appraisals. These range of activities support staff to reflect on their practice and make improvements.
- Children with special educational needs and/or disabilities receive good support at the club. The manager and staff work closely with parents to consider the best approaches to use. As a result, all children are included in every aspect of the club and are able to flourish in the inclusive environment.
- Staff build good relationships with children, paying attention to their interests. For example, children enjoy making caterpillars from a story that they enjoy, talking with staff as they do so. Children are competent at holding conversations and describing what they are doing.

Safeguarding

The arrangements for safeguarding are effective.

The staff have a secure knowledge of the signs and symptoms of abuse and know the procedures to follow if they are concerned about a child in their care. This helps to reduce any potential risks to children. Staff think carefully about how to create a safe environment for children. For example, they ensure that children are supervised as they walk from the club to the playing field. This helps to keep children safe. The manager has implemented a robust recruitment and selection process, so that she can ensure that adults are suitable to work with children.

Setting details

Unique reference number	2536707
Local authority	Manchester
Inspection number	10215228
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	20
Number of children on roll	80
Name of registered person	Galacticos Kids Limited
Registered person unique reference number	2536706
Telephone number	0161 465 7368
Date of previous inspection	Not applicable

Information about this early years setting

Galacticos registered in 2019 and is located in Manchester. The setting employs five members of childcare staff. The manager/owner holds qualified teacher status. The setting opens from Monday to Thursday, term time only. Sessions are from 7.45am until 9am and from 3.20pm until 5.30pm.

Information about this inspection

Inspector
 Joanne Ryan

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed children walking back from school, activities indoors and outside, and the interactions between staff and children.
- The inspector talked to children throughout the inspection and took account of their views.
- Discussions were held between the inspector and parents and the inspector viewed written feedback provided by parents.
- The inspector spoke to staff and held a meeting with the provider. The inspector looked at relevant documentation, including the suitability of staff working at the premises.
- The provider gave the inspector a tour of the club and explained what activities are on offer for children.

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 Collyhurst Nursery School and Children's Centre

Teignmouth Avenue, Collyhurst, Manchester, Lancashire M40 7QD

Inspection date: 8 September 2022

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

What is it like to attend this early years setting?

The provision is good

Children flourish at this nursery in the care of an exceptionally kind, caring and committed team, who are ambitious for all children. Children confidently come into the calm and spacious environment and happily go to join their friends, greeted by their key person. Even the youngest children are encouraged to find their peg and hang their coat up independently, which they do with pride, telling the inspector, 'Look – that's me!'

Children are consistently polite and considerate. They understand the routines of the day and the very clear expectations of their behaviour. Children excitedly work as a group to choose colours and scents to add to a play dough recipe. They are encouraged by the skilled staff to use new words to describe what they smell and feel. Even though children are enjoying stirring the mixture, they pass on the bowl to their friend as soon as they are asked. This demonstrates the highly positive and respectful relationships between staff and children. Children respond immediately to a tambourine, which signals tidy up time. They diligently put away toys and equipment, carefully using the pictures and labels on the baskets to check that everything is in the right place. This shows how the environment of the nursery supports the children's independence skills.

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

- During the inspection, it was identified that the provider had not notified Ofsted of a change to registration details. While this is a breach of legal requirements, it does not impact on the safety, care or education of the children attending. As soon as this was brought to their attention, nursery leaders took prompt and effective remedial action. When talking to the inspector, leaders and managers demonstrated a secure understanding of their responsibility to inform Ofsted of all required information in the future.
- Leaders and managers are passionate about supporting all children in the nursery to achieve the very best outcomes. The team has carefully constructed a unique curriculum based around the 'Collyhurst Constants', which includes aspects such as communication skills, resilience and confidence. Children's progress is carefully tracked and discussed in the weekly team meetings and activities. This means that each child is well supported to make rapid progress.
- Staff speak highly of nursery leaders and are proud to be part of the nursery team, describing working with the children and families as 'just brilliant'. Staff are highly reflective of their own practice, identifying training and development areas in their termly appraisal meetings. Teaching is consistently high quality.
- Children settle very quickly into nursery life. Many of them attend the regular stay-and-play sessions before they start. Nursery staff visit children and families in their homes before they start to attend. They gather key information from

parents and play with the child. This helps children to feel safe and secure, and enables staff to plan learning highly effectively.

- The nursery is a language-rich environment with a particular focus on developing children's speech and communication. Staff consistently teach children to use new words, speak clearly and make eye contact with the listener. This means that children's communication skills develop rapidly.
- There is lots of laughter and fun at the nursery. Children use tools to dig in the outdoor area, inspired by pictures of what they might find. Children persist in digging saying, with determination, 'I want to find a worm!' Staff and children laugh together as they find one, saying, 'Wow! I want to find more now!' Children show huge enjoyment of their learning and continue to try hard, even when they encounter difficulties. They are resilient and fully engaged in learning.
- Children sow seeds and carefully make labels to show where they are planted. They independently choose to carry water from a nearby trough to water the seeds, kindly offering to share the water and seeds with their friends. Children chatter about when the plants may grow and what they might look like. This demonstrates their high levels of independence and respect for their peers.
- Children's health and well-being are exceedingly well supported. Children help themselves to water throughout the day, independently wash their hands after they have been to the toilet, and practise brushing their teeth correctly. They learn about internet safety and how to stay safe with unfamiliar adults. Children benefit from a rich set of experiences. For example, they welcome visitors into the nursery, such as a farm visit with alpacas and an African drumming group. This helps the children experience the awe and wonder of the world.
- Without exception, parents speak extremely highly of the nursery. They appreciate the exemplary standard of care and education and the support for the whole family, particularly through links with the children's centre. Parents describe staff as 'so friendly, polite and helpful'. Staff keep parents very well informed about their child's progress and offer valuable guidance to support continued learning at home.
- Parents, including parents of children with special educational needs and/or disabilities, frequently describe how their children have grown in confidence since starting at nursery and also how well their language has developed. Parents describe their child's progress as 'superb'.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is paramount at this nursery. Staff are vigilant in supervising children. Leaders and managers understand and implement safer recruitment and ensure the ongoing suitability of staff. Policies and procedures are robust and well embedded throughout the nursery. Staff have a very secure understanding of the signs that children might be at risk of harm and what to do if they have a concern about a child. New staff receive a thorough induction before they start, to enable them to fully understand their roles and responsibilities.

What does the setting need to do to improve?

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

- strengthen training opportunities for leaders and managers to embed knowledge of the 'Statutory framework for the early years foundation stage' requirements, with particular regard to changes which must be notified to Ofsted.

Setting details

Unique reference number	EY309882
Local authority	Manchester
Inspection number	10129171
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 3
Total number of places	60
Number of children on roll	20
Name of registered person	Collyhurst Nursery School
Registered person unique reference number	RP525658
Telephone number	0161 2051744
Date of previous inspection	23 July 2015

Information about this early years setting

Collyhurst Nursery School and Children's Centre registered in 2005. The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications from level 2 to level 6. The nursery opens Monday to Friday all year round. Sessions are from 8am until 4.30pm. The nursery provides funded early education for two- and three-year-old children. It is linked to a Sure Start children's centre and nursery school.

Information about this inspection

Inspector

Sarah Gower-Jones

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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 BOSH 5

Roll Crescent Primary School, Rolls Crescent, MANCHESTER M15 5FT

Inspection date: 30 September 2022

The quality and standards of early years provision	This inspection	Met
	Previous inspection	Good

What is it like to attend this early years setting?

This provision meets requirements

Children are happy, safe and settled in the care of enthusiastic and nurturing staff. Children's chatter fills the air as they arrive eager to discuss their day and join in with the range of activities provided. The staff clearly know all of the children well and continually strive to meet their individual needs. They provide activities based on children's interests and their knowledge of what children are currently learning in school. For example, staff know that children have been learning about the need to conserve energy. They talk to children about the importance of turning off lights when they leave a room and encourage them to make posters that can be displayed around school. Staff enhance children's play and experiences, providing suggestions of things they may wish to do. Children are encouraged to share their ideas and contribute to the planning of activities. This helps to engage and motivate children during their time at the club.

Children have a good understanding of the high expectations staff have for their behaviour and participation. All children are polite and behave incredibly well. Older children are supportive of their younger friends. They encourage them to join in their play and help them to make the most of the experiences provided.

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

- The manager and staff plan a diverse range of play activities that motivate and engage children very well. Children enjoy involving staff in their play as they build using construction blocks. The key-person system is well established and helps children to build a sense of belonging. Staff are good role models to the children. This supports children's social skills well.
- Staff support children's understanding of being healthy effectively. Children manage their own personal hygiene well. They understand the importance of good handwashing routines before eating and are provided with a healthy and nutritious range of snacks. Staff follow clear processes to ensure that children's dietary requirements are met. Furthermore, children have regular opportunities for exercise and fresh air, should they wish to participate in play outdoors.
- Staff feel well supported by the provider and manager. They work very closely together and appreciate the opportunities to discuss their ongoing well-being. Staff are encouraged to discuss aspects of their role and are supported by leaders who work alongside them. Together, they carefully identify opportunities for further professional development, in order to enhance staff knowledge and skills further. For example, staff have attended training on how to support some of the specific needs that children have.
- Staff ensure that materials for drawing, painting and craft activities are available throughout the club. Children are free to explore these materials independently.

For example, younger children draw pictures of their families and are encouraged to add a range of craft resources, such as glitter and sequins, to enhance their creations.

- Children state that they enjoy attending the club. They like the wide range of toys and resources offered and talk confidently about their favourite activities. Children say that the staff are 'kind and fun' and that they listen to them when they share their ideas. Children enjoy playing games with staff and talking with them about their experiences in school.
- Parents are highly complimentary about the staff. They value the care and support provided to their children. Parents feel very lucky that their children can attend the club. They remark that children always show their disappointment on occasions when parents arrive early to collect them. Parents appreciate the many ways that staff keep them updated about their children's time at the club. They can see the positive impact the club is having on their children's confidence and social skills.
- The provider and staff build beneficial partnerships with staff at the host school. For example, staff at the club have a clear understanding of the progress younger children are making at school. They then tailor play experiences to provide children with enjoyable activities that meet their particular needs well. Children are encouraged to practise the skills they are currently learning in school. For example, staff encourage children to write their own names on paintings and discuss how to form the letters correctly.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their responsibility to protect children from harm. They can identify the signs and symptoms which suggest a child's welfare may be at risk. Staff understand the procedures to follow if they have any concerns about a child. They know how to report their concerns to the relevant authorities. Staff carry out regular risk assessments to help to ensure that the club remains a safe place for children to attend. Furthermore, they teach children to identify and manage their own risks. For example, they gently remind children to hold scissors correctly when using them to cut paper.

Setting details

Unique reference number	EY458570
Local authority	Manchester
Inspection number	10233881
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	3 to 11
Total number of places	40
Number of children on roll	37
Name of registered person	Bosh Limited
Registered person unique reference number	RP909072
Telephone number	07563918354
Date of previous inspection	27 September 2016

Information about this early years setting

BOSH 5 registered in 2012. The group is one of four settings managed by BOSH Limited. The setting employs four members of childcare staff, three of whom hold appropriate early years qualifications at level 2 and above. The setting operates from 3pm to 5.45pm, Monday to Friday, during term time only.

Information about this inspection

Inspector

Denise Farrington

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke with the management team, staff and children at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, such as the setting's safeguarding procedures and evidence of the suitability of staff working at the club.
- The inspector observed children's interaction with staff and their engagement in a range of play activities.
- Parents shared their views on the club with the inspector.

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 Bizzie Kidz Nursery Limited

357 Wilmslow Road, Fallowfield, Manchester M14 6XU

Inspection date: 3 October 2022

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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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive at the nursery happy and content. They are confident to leave their parents, smiling and waving as they enter the nursery. Children are well cared for by the friendly, warm and attentive staff. Staff support children to develop secure bonds with their key person. This helps children to feel safe and secure. All children confidently move around the environment and select from a range of resources that capture their interest. For example, younger babies benefit from the use of low-level furniture which provides support as they pull themselves to standing.

Overall, children behave well. Staff have identified some children need help to regulate their emotions and behaviours. They have put interventions in place to support this, such as a calm and quiet area for children to relax when appropriate. The nursery staff are attentive to children's care needs. They support older children to use the bathroom independently. Younger children and babies are cooperative when lying on the nappy changing unit, as staff comfort them while softly singing. Children benefit from quiet rest periods. This contributes to the personal, social and emotional development of babies and children.

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

- Parents' written comments show they are happy with the care provided by the nursery. Parents describe the setting as 'part of an extended family'. They comment that their children are happy in the 'safe and caring environment'.
- Staff know children's individual personalities well. They observe children and develop activities from their interests. For example, younger children who enjoy sensory play show delight as they run 'sticky mud' through their hands. However, not all staff plan and sequence children's learning to build on what they already know to the highest level.
- The curriculum for children's physical development is strong. Outdoors, children independently access a climbing wall. They develop their coordination and strengthen their hands as they use tweezers to put items into bowls. In addition, the nursery provides regular football classes from an external agency. Opportunities such as these support children to prepare for their next stage of learning.
- The nursery has a large cohort of children who speak English as an additional language. Many of the nursery staff speak dual languages and communicate effectively with the children. This supports children to feel safe and secure in the nursery environment. Furthermore, this enables staff to communicate with parents and wider family members with ease.
- The nursery has implemented a routine to help children feel settled. Older children take part in toothbrushing and circle time before their lunch. However, on occasions, when moving in between activities, staff do not always

communicate their expectations with children. This leads to children becoming distracted and disengaged.

- The experienced nursery manager is a good role model and, overall, provides staff with opportunities to develop their practice. Staff have access to a range of training courses through the nursery's online training provider. The manager discusses with staff which training will benefit them during regular supervisions. These opportunities support staff to continually build on their own professional development.
- Staff promote children's communication and language development well. Children join in with songs, listen to stories and engage in conversations with their peers and the staff. The nursery manager has introduced a screening tool to assess children's communication and language skills throughout their time at the setting. This helps staff to swiftly identify any emerging needs and provide intervention at the earliest opportunity.
- The manager and staff work well with other agencies. They meet regularly with their local authority quality officer to discuss their self-evaluation. This supports the manager and staff to identify any areas for development and put actions into place to support these.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their safeguarding responsibilities and how to keep children safe from harm. They are aware of the signs and symptoms that may indicate a child is at risk of harm and the procedures to follow if they have a concern. The manager completes suitability checks of staff. This includes updates from the Disclosure and Barring Service. Staff risk assess the nursery environment, both indoors and outdoors, before allowing children to freely explore. Parents and visitors use a doorbell system to enter the nursery. This helps to keep the premises safe and secure.

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 consistently plan next steps for children's learning to strengthen the quality of education further
- communicate effectively with children when moving between activities so children are aware of what is expected of them.

Setting details

Unique reference number	EY235941
Local authority	Manchester
Inspection number	10234668
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 at time of inspection	0 to 4
Total number of places	45
Number of children on roll	45
Name of registered person	Bizzie Kidz Limited
Registered person unique reference number	RP908075
Telephone number	0161 257 2577
Date of previous inspection	27 October 2016

Information about this early years setting

Bizzie Kidz Nursery Limited registered in 2002 and is privately owned. It is situated in the Fallowfield area of Manchester. The nursery is open each weekday, from 7.30am to 6pm, for 52 weeks of the year. There are 11 members of staff, including the manager. Of these, two practitioners hold qualifications at level 6, two practitioners hold qualifications at level 4, one at level 3 and two at level 2.

Information about this inspection

Inspector

Jade Patten

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector held a discussion with the manager in relation to the leadership and management of the setting.
- The inspector took account of parents' views from their written feedback.
- The inspector and the manager completed a joint observation.
- The inspector observed interactions between the staff and children.
- The inspector and the manager completed a learning walk together.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.

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 St Wilfrids Out Of School Care

St Wilfrids Primary School, Mabel Street, Newton Heath, Manchester M40 1GB

Inspection date: 7 October 2022

The quality and standards of early years provision

This inspection

Met

Previous inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children arrive at the club in good spirits after a busy day in school. They are clear of the routines and show a strong sense of belonging while hanging up their coats and choosing somewhere to play. Children greet the inspector, and older children are keen to tell him that they have just returned from their swimming lesson. An effective key-person system helps younger children to settle quickly and to feel safe.

Children engage well in their chosen activities and happily play alongside their friends. They have positive attitudes towards their play. Children practise their small-muscle skills while using scissors and glue to make models of angels and ducks. They enjoy colouring pictures and think of their own ideas while drawing. For example, children show detailed knowledge of the world as they skilfully sketch a map and point out the various continents, including North America and Europe. They enjoy games and competitions, such as seeing who can build the tallest tower from small construction blocks. Children develop their imaginations while engaging in role play in the shop, saying that 'We have everything, and you need to pay for it.' They pretend to speak on the toy phone and nurse dolls to sleep, saying that they 'like staying in my arms'. Children have opportunities for exercise and fresh air in a large outdoor area. They can practise their physical skills and coordination while climbing on the climbing frame and playing team sports.

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

- Leaders aim to provide a 'nurturing environment where all children can play together and make friends.' This is realised in practice, as children get to meet and build friendships with children from other classes and from another school. Leaders seek the views of staff, children and parents to aid continual improvement of the club.
- Children enjoy a range of experiences. Staff plan in advance to promote variety in the activities on offer, many of which complement children's learning from school. For example, topics which children learn about in class are also reflected in the club, such as 'Mental Health Week'. Children have access to reading books and can complete their homework with staff.
- Staff follow good hygiene practices, such as making sure that children wash their hands before eating. This helps children learn how to keep themselves healthy. Staff provide wholesome and healthy foods, for example watermelons, bananas, oranges and crackers. Children talk about why these foods are healthy, saying that they contain vitamins and that they 'make you strong'.
- Staff help to prepare children for life in the society in which they live. Children learn about some of the similarities and differences between themselves and

others. For example, they learn about different cultures and festivals, such as Eid. Children learn about different families. They are keen to talk about what they enjoy most at the club. For example, children say that they like to play football and say that 'It feels really nice to meet new people.'

- Children behave very well. They are kind and caring towards their friends. Older children are sensitive towards younger children and support them during their play. Children helped to decide on the rules to follow while at the club. For example, they 'listen to others, use kind hands' and share toys.
- Partnership working is a clear strength of the club. Staff also work at the host school, which supports children's continuity of care. Leaders have liaised with another local school, so that more children can also benefit from attending the club.
- Parents say that their children 'love this brilliant club', which is a 'great boost' to the school. They value the communication from staff and commend them for being 'welcoming' and getting to know their children as individuals. Parents report that their children make 'lots of new friends'.
- Staff report that they enjoy their work and that leaders support them well. They access training, such as around how to support children with special educational needs and/or disabilities. Leaders identify that further enhancing the programme of training will help to continue to develop staff's knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

Recruitment procedures which leaders follow are robust and ensure that staff are suitable to work with children. Staff receive annual training in safeguarding and leaders make sure that this knowledge is up to date. Staff understand how to keep children safe and protected from harm. For example, they know what to do if they have concerns for children's welfare or a colleague's conduct. They know where to find contact details for the relevant referral processes. Staff understand safeguarding issues, including female genital mutilation and child neglect. The premises are safe and secure.

Setting details

Unique reference number	2589074
Local authority	Manchester
Inspection number	10249146
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	3 to 11
Total number of places	24
Number of children on roll	36
Name of registered person	Buckley, Christopher John
Registered person unique reference number	RP514105
Telephone number	0161 681 1385
Date of previous inspection	Not applicable

Information about this early years setting

St Wilfrids Out Of School Care registered in 2020. It operates from St Wilfrid's CofE Junior and Infant School in Newton Heath, Manchester. The club opens Monday to Friday, during term time only. Sessions are from 7.30am to 9am and then 3.15pm to 5.30pm. The club employs four members of staff. Of these, two hold early years qualifications at level 3.

Information about this inspection

Inspector

David Lobodzinski

Inspection activities

- This was the first routine inspection the club received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in his evaluation of the club.
- The inspector viewed all areas used by the club and held discussions with the manager to determine the organisation and planning of activities.
- The inspector held discussions with leaders, staff and children at appropriate times during the inspection.
- The inspector observed the interactions between staff and children as they engaged in activities.
- Parent views were obtained through discussions and a written testimonial.
- Relevant documentation was reviewed by the inspector, 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 2022/2023	Councillors Lovecy (Chair), Bano, Gartside, Reid and Sadler and Miss S Iltaf
Lead Executive Member	Councillor Bridges - Executive Member for Children's Services
Strategic Director	Paul Marshall - Strategic Director of Children and Education Services
Lead Officers	Amanda Corcoran – Director of Education Liz Clarke - Senior Schools Quality Assurance Officer Sean McKendrick - Deputy Director of Children's Services
Contact officer	Rachel McKeon – Governance and 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 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 • consider inspection reports and performance information for services for children in need of help and protection, looked after children and care leavers • 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 Central Library except where information which is confidential or exempt from publication is being considered.</p>
Schedule of Meetings	16 November 2022 Further dates to be confirmed

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**Children and Young People Scrutiny Committee
Ofsted Subgroup
Work Programme – November 2022**

Wednesday 16 November 2022, 10 am				
Item	Purpose of Report	Lead Officer	Executive Member	Comments
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	-	

Next meeting (Date to be confirmed)				
Item	Purpose of Report	Lead Officer	Executive Member	Comments
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	
Terms of Reference and Work Programme	To review the Terms of Reference and work programme.	Rachel McKeon	-	

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