

# 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

<b>Unique reference number</b>	EY367552
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10064796
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	89
<b>Number of children on roll</b>	102
<b>Name of registered person</b>	Total Childcare Limited
<b>Registered person unique reference number</b>	RP526597
<b>Telephone number</b>	0161 445 0100
<b>Date of previous inspection</b>	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.

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

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020