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Blackley Village Manor Nursery  
1027 Rochdale Road  
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Our Reference EY263735

Dear Village Manor Nurseries Ltd

### **Monitoring for provision judged as inadequate**

An Ofsted inspector, Joan Isabel Madden / Stephanie Nixon, monitored your provision on 28/04/2014 following your inspection where the provision was judged to be inadequate.

### **Outcome of monitoring**

As a result of our inspection on 29/01/2014, we sent you a welfare requirements notice. The actions you were set are included at the end of this letter.

The welfare requirement notice required you to:

ensure that all staff are trained to understand the nursery's safeguarding and whistleblowing policy and procedures, and have an up to date knowledge of safeguarding issues (W1.1 3.6 Child Protection).

ensure that regular staff appraisals are carried out on all staff including senior members of staff. These should include systems for monitoring practitioners to ensure that the quality of teaching is consistent across the nursery and educational programmes are being delivered to meet the individual needs of all children. (W 3.2 3.22 Training support and skills).

In addition to the welfare requirement notice we sent you a notice to improve that required you to:

include an explanation on the use of mobile phones and cameras in the safeguarding policy and procedure.  
(W1.1 3.4 Child Protection);

introduce educational programmes that cover the seven areas of learning and provide interesting and challenging activities for the children to ensure they remain enthusiastic and engaged throughout the sessions (Learning & Development 1.6).

have and implement a behaviour management policy, and procedures. A named practitioner should be responsible for behaviour management in every setting. They must have the necessary skills to advise other staff on behaviour issues and to access expert advice if necessary. (Managing Behaviour W7 3.50)

introduce systems for observation and assessment which enable practitioners to plan and shape learning experiences for each child to meet their individual needs and interests and support them to make progress and close gaps in learning (Learning & Development 2.1 & 2.2)

ensure staff undertake the progress check at age two by reviewing children's progress, and providing parents with a short written summary of their child's development (Learning & Development 2.3)

ensure practitioners have a good understanding of the learning and development requirements to enable them to support the children to make progress and close gaps in learning, particularly for children who are underachieving, in order to prepare them for their next stage in learning and school (Learning & Development 1.12)

develop the key person system to ensure that children are provided with plenty of opportunities to establish secure bonds and attachments with practitioners to support their emotional well-being (Key person W4 3.26)

Since the inspection Ofsted have carried out two monitoring visits on 21 March 2014 and 28 April 2014.

At the monitoring visit on 28 April 2014 the two inspectors reviewed the actions that had been raised at the monitoring visit on 21 March 2014.

The inspectors found that since the last monitoring visit the setting has benefitted from support from their Local Authority, Quality Assurance Officers. This has included training on safeguarding, learning and development focussing on observations, planning, assessments and tracking. The officers have supported staff in carrying out observations and tracking children. The setting will continue to receive support and have also been linked to a local outstanding provision for peer support.

The inspectors found a revised staff appraisal form has been introduced, that includes systems for monitoring practitioners in their knowledge, understanding and implementation of the learning and development requirements. This will help the setting work towards the quality of teaching being consistent across the nursery and educational programmes being delivered to meet the individual needs of the children. Appraisals have been carried out on staff including senior members of staff. Following these appraisals actions plans are set to further develop staff where gaps have been identified.

As a result of the increased support and improved appraisals staff have a better

understanding of the learning and development requirements. In observing staff working with children they were found to be more confident and engaged in the sessions. The children were observed engaging in a balanced range of activities during an outdoor session, including role play with toy house and kitchen, small world play, sand and water play, painting, drawing and equipment to support their physical development, such as balls and a small climbing frame. However, it was noted that some resources were less inviting as they required cleaning or replacing. The children were encouraged to talk about their discoveries, such as, one child becoming excited about finding a spider.

In tracking children on the day of the visit the inspector found that, in the main, the assessments made on children were accurate and the next learning steps that had been identified for them were appropriate. For example, on admission of a ten month baby the baseline assessment identified the child as still being fed from a bottle. One of the next learning steps set for the child was to become independent in using a cup. Another child in the 22 to 36 aged range had been identified as requiring more support in personal, social and emotional development as the child was finding it hard to separate from her key worker. Staff are consistently undertaking the progress checks at two years by reviewing children's progress and providing parents with a written summary of their child's development.

On the day of the visit it was observed that staff were clearly deployed, they were fully aware of the age-range they were working with and which children were in their key group ensuring that children are provided with plenty of opportunities to establish secure bonds with practitioners to support their emotional well-being.

Having considered all the evidence, the inspector is of the opinion that the setting has taken prompt and effective action to address the points for improvement.

### **Next steps**

The next step will be a full inspection.

I hope that you have found the visit helpful in promoting improvement in your setting. If you have any further queries please contact us on the number at the top of this letter.

Yours sincerely

Nick Hudson  
National Director, Early Education

## Actions

Action	Due date	Closed date
ensure that regular staff appraisals are carried out on all staff including senior members of staff. These should include systems for monitoring practitioners to ensure that the quality of teaching is consistent across the nursery and educational programmes are being delivered to meet the individual needs of all children. (W 3.2 3.22 Training support and skills)	28/04/2014	29/05/2014
introduce educational programmes that cover the seven areas of learning and provide interesting and challenging activities for the children to ensure they remain enthusiastic and engaged throughout the sessions (Learning & Development 1.6).	28/04/2014	29/05/2014
ensure staff undertake the progress check at age two by reviewing children's progress, and providing parents with a short written summary of their child's development (Learning & Development 2.3)	28/04/2014	29/05/2014
develop the key person system to ensure that children are provided with plenty of opportunities to establish secure bonds and attachments with practitioners to support their emotional well-being (Key person W4 3.26)	28/04/2014	29/05/2014
introduce systems for observation and assessment which enable practitioners to plan and shape learning experiences for each child to meet their individual needs and interests and support them to make progress and close gaps in learning (Learning & Development 2.1 & 2.2)	28/04/2014	29/05/2014
ensure practitioners have a good understanding of the learning and development requirements to enable them to support the children to make progress and close gaps in learning, particularly for children who are underachieving, in order to prepare them	28/04/2014	29/05/2014

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for their next stage in learning and school  
(Learning & Development 1.12)