

Gable Nook Day Nursery

541 Wilbraham Road, Manchester, Lancashire, M21 0AH



Inspection date

27 February 2015

Previous inspection date

24 July 2012

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Satisfactory	4 3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision is inadequate

- The provider does not have a robust vetting process in place. They do not ensure that information is recorded about every member of staff's suitability to work with children.
- Children's critical thinking skills are not always fully extended. Staff ask questions which do not always challenge children and support them with formulating a response, in order to express their own ideas.
- Opportunities for children to consistently develop their independence skills at lunchtime are not yet embedded in practice.

It has the following strengths

- Staff provide planned activities which are tailored to support all children's interests and their developmental stage. Children are interested and engaged in play. Consequently, children make good progress in their learning.
- Staff nurture children's individual needs well. Positive interactions are in place and children are settled and happy. Children independently invite staff to join them in their play.
- Effective partnership working is in place. Information about children's needs is regularly shared between all carers to enable children's needs to be well met. Children who speak English as an additional language are supported well.
- Staff attend regular training opportunities. This has a positive impact on children's learning as staff develop and refresh their knowledge to better support children's needs.
- Children are well behaved. Staff are positive role models and promote good behaviour through praising children and recognising their achievements.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that information about identity checks and vetting processes are completed and recorded. This includes the criminal records disclosure reference number, the date a disclosure was obtained and the details of who obtained it.

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

- extend practice when questioning children by posing questions which challenge children's critical thinking skills and encourage them to formulate responses by thinking through their ideas, in order to help children make the best possible progress in their learning
- extend opportunities for children to develop their independence skills at lunchtime.

To meet the requirements of the Childcare Register the provider must:

- develop effective systems which ensure that any person caring for children are suitable to work with children, which must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- develop effective systems which ensure that any person caring for children are suitable to work with children, which must include obtaining an enhanced Disclosure and Barring Service check (voluntary part of the Childcare Register).

Inspection activities

- The inspector observed activities and children at play throughout the inspection.
- The inspector spoke with children, parents, staff, the management team and the owner throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals and completed two joint observations with the manager and deputy manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluative practice and improvement plans.

Inspector

Elisia Lee

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff undertake regular observations of children in order to identify their next steps in learning. Activities are planned to meet children's individual needs and develop their skills. Children enjoy exploring a range of sensory materials. Staff talk with children about how the different textures feel, name objects and role model how to count effectively by pointing to objects as they count out loud. This supports all children's developing language skills and understanding of numbers. Younger children are supported through being encouraged to sing familiar songs and take part in action rhymes. As a result, the impact of teaching is good and children are making good progress towards their next steps in learning and school. Staff interact with children as they play and initiate discussion with children. However, at times staff make comments and ask questions which use simple language and are not thought-provoking. This means that children's critical thinking skills are not always challenged to the maximum potential. Partnerships with parents are good. Parents are invited to fun days and there are effective communication methods in place.

The contribution of the early years provision to the well-being of children is inadequate

The provider does not have a robust vetting procedure in place. She does not ensure that information about staff identity checks are completed and recorded. Therefore, children's welfare is not assured, which has a negative impact on children's well-being. However, children have formed positive attachments with staff. Young children take their first steps and giggle as they walk unaided towards staff with open arms, showing that they are emotionally secure. Children get plenty of exercise as they access outdoor play every day. They are provided with varied menus incorporating fresh fruit and vegetables. Children's independence is supported by learning how to use the bathroom and how to put outdoor clothing on independently. However, opportunities for independence while children are eating are not fully available. This is because all drinks and meals are served to children by staff.

The effectiveness of the leadership and management of the early years provision is inadequate

Leadership and management are ineffective. While staff understand the learning and development requirements they have not ensured that all welfare requirements are met. The provider does not ensure that information on suitability checks for every member of staff is documented. Therefore, children's safety is compromised. Staff undertake risk assessments and daily safety checks to ensure the environment is safe for children. Staff have an appropriate knowledge of effective safeguarding practice and are aware of the authorities to inform should they be concerned about a child's welfare. Some self-evaluative practice is in place. All recommendations from the previous inspection have been addressed, which shows a commitment to developing the service. The views and suggestions of parents are encouraged and acted upon. Staff track children's progress to monitor any gaps in children's learning and development. Partnerships with parents and other professionals are in place which ensures that children's needs are effectively met.

Setting details

Unique reference number	500085
Local authority	Manchester
Inspection number	1003576
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	25
Number of children on roll	31
Name of provider	Sally Anne Hodgson
Date of previous inspection	24 July 2012
Telephone number	0161 881 9179

Gable Nook Day Nursery was registered in 1996. It is privately owned. The nursery employs seven members of childcare staff. Of these, five members of staff hold an appropriate early years qualification at level 3 and two members of staff hold an appropriate early years qualification at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

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