

Early Inspirations

Cayton Centre, Cayton Street, Manchester, Lancs, M12 4GJ



Inspection date

6 March 2015

Previous inspection date

25 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is consistently good. As a result, all children, including those who have special educational needs and/or disabilities make good progress across all areas of learning.
- Staff have a thorough knowledge and understanding of all safeguarding practices. They are aware of the signs, symptoms and possible indicators of abuse and neglect. This means that children are very well protected and their safety is assured.
- Self-evaluative practice is strong. Improvement plans are clearly focused and include the views of parents, children and staff. The management team demonstrate a strong commitment to bring about change. Consequently, the quality of teaching, learning and care practices have significantly improved since the nursery's last Ofsted inspection.
- Partnership working is strong. Parents are kept well informed of their child's learning and development. Links with the local primary school, children's centre and other childcare professionals are well established.
- Children who speak English as an additional language are supported well and make good progress. This is because staff provide robust intervention, bilingual support and have effective communication aids in place.

It is not yet outstanding because:

- Older children are not always provided with opportunities to play and explore with a wide range of information, communication and technology equipment.
- Staff provide fewer opportunities for younger children to explore a varied range of natural and real resources in the indoor environments.

What the setting needs to do to improve further

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

- provide more opportunities for older children to explore and play with a wide range of information, communication and technology equipment, such as torches, computers and cause and effect toys
- enhance the already stimulating indoor learning environment for younger children, for example, by adding more natural and real resources to further extend their exploratory play and sensory experiences.

Inspection activities

- The inspector checked evidence of the suitability of staff working with children and a range of other documentation, including training records, risk assessments and the nursery's self-evaluation and improvement plans.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and spoke with staff, children and parents at appropriate times during the inspection.
- Observations of staff and their interactions with children were carried out throughout the day, both inside the nursery and in the outside play area.

Inspector

Luke Heaney

Inspection findings

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

Staff provide children with a personalised educational programme that captures their interests and keeps them motivated to learn. Consequently, children display high levels of self-confidence and self-esteem during their play. For example, babies become fascinated while exploring musical instruments. Toddlers take great delight in building towers and pre-school children enjoy enacting roles of pirates in the home corner. Staff develop children's interests in the local environment through discussion and visits to the local park to collect conkers, twigs and leaves. However, there are fewer natural and real resources available in the indoor environments, to further promote younger children's exploratory play and sensory experiences. Staff encourage all children to make marks with various resources, such as chalk, paint, pasta and sand. This enables children to develop the small physical skills required for early writing and supports their readiness for school. Children access all areas of their learning environment well. Staff provide interesting and good quality resources for children to play and explore with. However, staff miss opportunities to provide older children with a range of information, communication and technology equipment. This means that children's natural curiosity to play and explore with various technologies, such as torches and computers is not always fully maximised.

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

Care practices are consistently good across the nursery. As a result, children are self-confident and self-motivated individuals who are keen to try new experiences, such as climbing and balancing on apparatus outdoors. The key-person system is highly effective and successfully supports children's physical and emotional well-being. Staff are allocated time to get to know individual children and their families. Consequently, children settle very quickly and form secure attachments with the adults who care for them. Children receive healthy, wholesome and nutritious foods and are kept well hydrated. Children gain good independent skills. They tend to their own physical needs, tidy toys away and fasten their coats. Staff provide children with clear, consistent and age-appropriate behavioural expectations. As a result, children's behaviour is consistently good across the nursery.

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

The leadership and management team have a thorough knowledge and understanding of the requirements of the Early Years Foundation Stage. Since the nursery's last Ofsted inspection, strong partnerships with the local authority and external childcare professionals have been made. Staff have attended comprehensive training programmes, which has resulted in a significant improvement in the quality of teaching across the nursery. Highly effective observation, planning and assessment systems have been introduced and include the views of parents. The monitoring of teaching and learning is robust. Consequently, children make good and better progress towards the early learning goals. Supervision and appraisal systems are secure. Staff receive the relevant support, coaching and mentoring to improve their overall professional practice.

Setting details

Unique reference number	EY433782
Local authority	Manchester
Inspection number	993532
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	43
Number of children on roll	68
Name of provider	Natasha Marie Richards
Date of previous inspection	25 September 2014
Telephone number	0161 225 2529

Early Inspirations was registered in 2011. The nursery employs 12 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, four hold a qualification at level 2 qualification, one is working towards a qualification at level 1 and one staff member is unqualified. The manager holds Qualified Teacher Status. The nursery opens from Monday to Friday, all year round, except for bank holidays and is closed for one week at Christmas. Sessions are from 8am until 6pm. 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 and children with special educational needs and/or disabilities.

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