

Blackley Village Manor Nursery

1027 Rochdale Road, Manchester, Lancashire, M9 8AJ



Inspection date

27 May 2015

Previous inspection date

11 July 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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		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 good and at times, outstanding. Well-qualified and experienced staff have a very good understanding of the learning and development requirements, and how the children learn best. As a result, children make consistently good progress in relation to their starting points.
- Staff promote children's learning successfully because they provide a wide range of activities that capture children's interests and motivate them to learn. As a result, children of all ages develop a good range of skills and attitudes that prepare them well for future learning, and eventually for school.
- The well-established and highly effective key-person system helps children to form close emotional attachments as staff skilfully support them in their play. Consequently, children settle quickly, and feel safe and secure in the nursery environment.
- Leadership is very effective. There are robust procedures in place to monitor staff performance and identify their individual training needs. This has had an extremely positive impact on the quality of staff practice and interactions to effectively support children's learning throughout the nursery. As a result, the quality of the provision has significantly improved since the last inspection.

It is not yet outstanding because:

- Staff do not always provide children with opportunities to extend their learning through extensive use of the outdoor environment.
- Staff do not always make the very best use of ongoing self-reflection.

What the setting needs to do to improve further

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

- enhance opportunities for children to use the outdoor area for learning in a wide range of context and on a larger scale, for example, for problem solving, risk taking, and exploring an extensive range of natural and other materials
- build on existing effective arrangements for self-evaluation, for example, by using ongoing self-reflection to develop more sharply focused action plans to identify and prioritise areas for future improvement.

Inspection activities

- The inspector observed children's activities in all playrooms and the outdoor environment.
- The inspector talked to key persons, staff and children throughout the inspection.
- The inspector held discussions with the deputy manager, and talked to children, staff and key persons throughout the inspection.
- The inspector looked at various documents, including a selection of policies and procedures, evidence of the suitability of staff, planning procedures and children's learning records.
- The inspector checked evidence of the qualifications.
- The inspector discussed the arrangements for self-evaluation with the manager and senior management team.

Inspector

Julie S Kelly

Inspection findings

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

Staff provide babies and children with a wide range of freely accessible resources within a welcoming, child-centred environment. Children of all ages enjoy a wealth of opportunities to promote their sense of curiosity and natural desire to explore. For example, babies investigate bottles filled with pasta, coloured water and sequins. Toddlers and pre-school children access media and materials, such as, sand, water, paint, dough and shaving foam. However, on occasions there are missed opportunities to extend children's learning on a larger scale and in a different context through even more effective use of the outdoor environment. Staff place a strong emphasis on helping children to develop their communication and language skills. For example, they use a running commentary to describe what children are doing and introduce new words to extend their vocabulary. Staff skilfully use questions, such as 'What does the flour feel like?' and 'What do you think will happen when you mix those two colours together?' Consequently, children make particularly good progress in this area of learning. This includes children with special educational needs and/or disabilities, and those who speak English as an additional language.

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

Staff skilfully teach children to manage their own personal care needs, and provide a safe and secure environment, where children feel valued and respected. This has an extremely positive impact on children's self-esteem and confidence. Children benefit from opportunities for fresh air and exercise through daily activities outdoors. Staff give priority to the safety of children, and effectively support their growing understanding of how to keep themselves safe and healthy. For example, they talk to children about food that helps their bodies grow and gives them energy. They explain that children need to wash their hands to remove germs, so that they do not become ill. Consequently, children's health and well-being is effectively promoted.

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

The majority of staff hold a relevant qualification at level 3 or above and this, together with regular training, contributes to the good quality provision. Staff have worked incredibly hard to address the actions and recommendation raised at the last inspection, and have a secure knowledge and understanding of their strengths and weaknesses. However, staff do not always make the very best use of self-evaluation to develop detailed action plans, in order to sharply focus on targeted priorities for continuous improvement. Rigorous monitoring of children's progress by the senior management team means that any gaps in learning are quickly identified, and appropriate interventions sought, if necessary. Staff establish good relationships with parents, other early years providers and external professionals, which effectively promotes continuity in children's care and learning. Regular exchange of information about children's achievements and parents' contributions to children's assessments ensures children's learning is supported at home.

Setting details

Unique reference number	EY263735
Local authority	Manchester
Inspection number	983921
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 6
Total number of places	42
Number of children on roll	60
Name of provider	Village Manor Nurseries Ltd
Date of previous inspection	11 July 2014
Telephone number	0161 203 5855

Blackley Village Manor Nursery was registered in 2003. The setting is based in Manchester, Lancashire. It is owned and managed by Village Manor Nurseries Limited. The nursery is open each weekday between 7.30am and 6pm all year round, with the exception of bank holidays. It provides funded early education for two-, three- and four-year-old children. The nursery cares for children with special educational needs and/or disabilities and children who speak English as an additional language. A total of 11 staff work directly with children. Of these, one holds an appropriate early years qualification at level 6 and eight hold an appropriate early years qualification at level 3.

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