

Lightbowne Neighbourhood Nursery, Moston Children's Centre



Moston Family and Community Centre, A Sure Start Children's Centre, Adrian Street,
Moston, Manchester, M40 5EA

Inspection date	22 June 2015
Previous inspection date	16 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Effective partnerships with other professionals support the needs of different groups of children, including those with special educational needs and/or disabilities. As a result, children make good progress in their learning.
- The management team have a clear picture of the nursery's strengths and where further improvement is needed. They regularly seek the views of parents and staff and review the quality of the provision they offer. As a result, recommendations raised at the previous inspection are fully met.
- Children form strong bonds with staff and develop a strong sense of belonging. This is because staff support them well through an effective key-person system.
- The outdoor area offers lots of interesting activities that challenge and excite all children. As a result, they develop positive attitudes to being outdoors and this supports their physical well-being.

It is not yet outstanding because:

- Staff in the baby room do not always organise routine tasks effectively, so that there is minimal disruption to children's activities.
- Occasionally, group times in the pre-school room are too long and are not always exciting enough to sustain children's interest.

What the setting needs to do to improve further

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

- review the organisation of group times in the pre-school room, so that all children are fully engaged and interested, for example, by limiting the time children spend sitting and by making better use of available props and resources in the environment
- develop how children in the baby room are prepared for routine tasks, for example, by giving them timely warnings for when things are going to happen, so that there is minimal disruption to their play.

Inspection activities

- The inspector spoke with children and staff at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including policies and procedures, evidence of staff's suitability and the nursery's self-evaluation.
- The inspector conducted a joint observation with the manager.
- The inspector sampled children's learning records, observations, planning and assessments.
- The inspector took into account the views of parents as recorded in written parental questionnaires.

Inspector

Helen Gaze

Inspection findings

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

Qualified staff demonstrate a good understanding of how children learn and develop. They complete frequent observations to discover what children can do and provide an exciting programme of activities based on their interests and learning needs. Children's physical skills develop well and they are eager to develop skills using their hands. For example, children enjoy making marks with glue, sand and paint. Consequently, they are prepared well for future learning and school. Children develop good listening and attention skills through listening to stories and joining in with action songs. However, sometimes, staff plan group time sessions that are too long and available equipment is not always used effectively, such as puppets and resources, to fully sustain children's interest. As a result, some children are less involved and engaged. Children's communication and language development is supported well. Staff are skilled at asking challenging questions to extend children's language. In the baby room, staff focus on providing a running commentary during play to support their emergent language. Therefore, children, including those who speak English as an additional language, make good progress in their learning.

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

Children behave very well. This is because staff act as positive role models and children receive consistent messages about what is acceptable behaviour. Staff praise children highly, which builds high levels of self-esteem and confidence. Children learn about the importance of safety throughout activities. For example, they learn how to use the nursery's climbing equipment safely outdoors. Children thrive in a familiar environment with loving and caring staff. Staff are knowledgeable about children's needs and routines. Consequently, children's needs are well met and they are happy, content and well settled. Babies enjoy exploring their environment. For example, they explore natural and metal objects and concentrate intently on them. However, staff occasionally interrupt their play to carry out routine tasks, such as nappy changing and when they re-organise children into their own rooms. This affects children's concentration and engagement.

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

The manager and staff effectively fulfil their responsibilities to meet the safeguarding and welfare requirements. Robust recruitment procedures ensure staff are suitable. A comprehensive induction equips staff well for their role. Staff demonstrate a secure understanding of safeguarding practices to make certain children's safety is maintained. Staff benefit from close supervision and regular reviews of their performance. This provides them with regular opportunities to discuss their practice and identify training to further develop their skills. Managers have secure procedures in place for assessing children's progress, to ensure that all children's learning is tracked. This ensures any potential gaps in their learning are identified swiftly. Partnerships with parents are effective. They are well informed of their child's learning priorities. They make good use of the resource library to support their child's learning at home.

Setting details

Unique reference number	EY305368
Local authority	Manchester
Inspection number	856581
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	66
Number of children on roll	92
Name of provider	Manchester College Governing Body
Date of previous inspection	16 November 2011
Telephone number	01612196212

Lightbowne Neighbourhood Nursery, Moston Children's Centre was registered in 2005. The nursery employs 14 members of childcare staff. All of whom hold appropriate early years qualifications at level 3 or 5. The nursery opens from Monday to Friday, all year round. 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 with special educational needs and/or disabilities and children who speak English as an additional language.

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