

Gable Nook Day Nursery

541 Wilbraham Road, Manchester, Lancashire, M21 0AH



Inspection date

24 July 2015

Previous inspection date

27 February 2015

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

- Teaching is good and supports all children well to make good progress in all areas of learning.
- The good range of experiences offered to children means they are developing good communication and language skills. They are confident when communicating with adults and other children.
- The staff effectively support children's independence, which means they are able to undertake tasks for themselves and are becoming increasingly responsible for their own self-care.
- There is an effective key-person system that means supportive relationships are built with the children and their families. The good relationships and consistent approach set clear boundaries so children behave well.
- Since the last inspection, the provider has ensured that all staff are appropriately vetted. This contributes towards ensuring they are suitable to work with children.
- The management and staff are reflective and drive improvement well. They demonstrate a strong commitment to promoting quality provision. As a result, they have addressed all areas for improvement identified at the previous inspection.
- Staff are well qualified and undertake observation, assessment and planning effectively. As a result, they know children well and ensure they are acquiring the key skills required for school.

It is not yet outstanding because:

- The information gathered from parents about children's existing skills when they first start at the setting is variable.
- Staff do not always provide young children with enough opportunities to engage in sensory activities, in order to use their senses to explore the world around them.

What the setting needs to do to improve further

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

- gather clearer information from parents about their children's learning and development when children first start
- provide a wider range of sensory activities for young children that enable them to explore and investigate the world around them.

Inspection activities

- The inspector observed activities in all rooms within the nursery. The inspector completed a joint observation with the owner.
- The inspector held a meeting with the owner.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector had a tour of the nursery with the owner.
- The inspector sampled documentation, including children's assessment records, planning documentation and children's learning journals.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation and improvement plan.

Inspector

Joanne Ryan

Inspection findings

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

Children are keen and active learners because staff have a secure understanding of how to capture and follow their interests. Staff gather some information from parents about children's learning and development when children first start to attend. However, this information is variable and sometimes only focuses on children's care routines. Therefore, while staff undertake their own assessments of children's abilities, they do not always have full information from parents about what children can do right from the start. Staff plan challenging activities that are tailored to reflect children's individual learning styles. Therefore, children are motivated and interested in learning. However, the opportunities for young children to explore activities using their senses are not focused on enough by staff. Therefore, young children are not fully developing their exploration and investigation skills.

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

Children are considerate to others and share their toys and resources because staff effectively support their social skills. Staff work closely with parents when children first start to attend and find out about children's care needs. They use this information effectively to ensure children's care needs are met and that children can move from home to the nursery successfully. Staff effectively support children's understanding of healthy lifestyles, which means children understand about the benefits of healthy food choices, exercise and good hygiene. Staff support children's physical well-being effectively in order to support them to be active and strong. Children are confident and resilient because staff effectively support their emotional well-being. Children are emotionally well prepared to understand about changes in their routine, such as moving to the next room or on to school. Therefore, they cope with changes well and are secure with moving on.

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

Staff and managers have a good understanding of the requirements of the Early Years Foundation Stage and a secure knowledge of the seven areas of learning. Therefore, they are able to monitor children's progress towards the early learning goals effectively and provide support in the areas where children are making least progress. The management and staff have a secure understanding and awareness of the signs that could alert them to a child at risk. Therefore, they can act swiftly if any concerns arise regarding children's welfare. Staff undertake regular training to help them improve their teaching skills. For example, since the last inspection, staff have undertaken training in supporting children's communication and language skills. As a result, staff effectively support children's communication and thinking skills, which means they are able to talk about how and why things might be happening. There are effective partnerships with other agencies, which means a consistent approach to meeting the care and learning needs of children is created.

Setting details

Unique reference number	500085
Local authority	Manchester
Inspection number	1008353
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	25
Number of children on roll	18
Name of provider	Sally Anne Hodgson
Date of previous inspection	27 February 2015
Telephone number	0161 881 9179

Gable Nook Day Nursery was registered in 1992. The nursery employs seven members of childcare staff, all of whom hold appropriate early years qualifications at levels 2 or 3. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

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