

# Middleton Nursery School

Middleton Nursery School, 236-240 Oldham Road, Middleton, MANCHESTER, M24 2DP



## Inspection date

Previous inspection date

30 August 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff have a thorough understanding of the early years foundation stage. The quality of teaching and learning are good. All children make good progress from their individual starting points.
- Children have formed positive attachments with staff and there is an effective key-person system in place. Children often invite staff to join them in play or go to them for reassurance. Consistent and positive behaviour strategies are in use and children's behaviour is good.
- Partnerships with other professionals are in place and relevant information about children is shared to support children's individual needs. Children who have special educational needs and children who speak English as an additional language are supported by knowledgeable staff.
- A new leadership team is in place that is proactive and welcomes the views of parents and staff to drive continual improvement. The team constantly evaluates the service and amends practice in the pursuit of high-quality care for children.

### It is not yet outstanding because:

- Information gained from parents on entry does not contain detailed information about children's starting points, in order to better inform early assessment.
- Staff do not always have the opportunity to share skills with one another and further their professional development in a variety of ways.

## What the setting needs to do to improve further

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

- develop ways to consistently gain information from parents on entry about children's individual developmental stage and their learning to date, and use this information to enhance the accuracy of early assessment
- build on existing systems of supervision, in order to support all staff members to deepen their knowledge of teaching and improve their practice even further.

### Inspection activities

- The inspector observed the quality of teaching during different activities and assessed the impact this has on children's learning.
- The inspector completed two joint observations with the nursery manager.
- The inspector held a meeting with the provider, the manager and the deputy manager. She looked at relevant documentation, such as training records, and policies and procedures, risk assessments and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Elisia Lee

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of the appropriate authorities to contact if they have concerns about a child's welfare. Staff attend a range of training opportunities that are targeted to meet the needs of the children in their care. Staff attend regular supervision sessions and appraisals with the management team as part of their continued professional development. The management team regularly evaluates the service and has identified key areas it would like to develop further in the future. Staff track children's progress to identify any gaps in children's learning; appropriate interventions are then put into place. For example, recently resources to support mathematics have been purchased to better support children in their understanding of shape and number. Partnerships with local schools are in place which support children as they prepare for the next stage in their learning.

### Quality of teaching, learning and assessment is good

Staff complete regular observations of children as they play, in order to identify their developmental stage. Planned activities are targeted to support children's next steps in learning and engage them through their natural interests. For example, children discuss that they have enjoyed visiting a farm at the weekend, so staff plan counting activities using a variety of toy farm animals. Staff support children's learning well and use a range of different strategies to teach children of all ages. For example, staff use sign language with younger children, assorted puppets with older children and play games that promote the listening and attention skills of pre-school children. These strategies support children's understanding as they develop their communication skills. Partnerships with parents are in place and staff ensure that they liaise regularly with parents.

### Personal development, behaviour and welfare are good

Staff have developed a friendly environment that warmly welcomes children and families. There is a strong key-person system in place, which incorporates a secondary key person for every child. Staff are positive role models for children; they join in children's play to offer support and help shape their learning. Children listen carefully to staff, which helps them understand routines and boundaries. Staff offer regular praise and teach children good manners. Children have the opportunity to learn about the wider world. Some of the ways they do this is through celebrating different events throughout the year. Children learn about the importance of a healthy lifestyle through accessing daily outdoor play and being provided with healthy menus. Partnerships with other professionals are in place to support children as they prepare for the move to school.

### Outcomes for children are good

All children are progressing well from their starting points. Planned activities provide children with appropriate support in relation to their age and stage of development. Children are motivated learners and are interested and engaged through play. They are well prepared with the skills they need for the next stage in their learning, including starting school.

## Setting details

<b>Unique reference number</b>	EY482324
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	994863
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	76
<b>Name of registered person</b>	Middleton Nursery School Limited
<b>Registered person unique reference number</b>	RP907645
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07749307836

Middleton Nursery School was registered in 2014. The nursery employs 18 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round, except for public holidays and one week at Christmas. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs and children who speak English as an additional language.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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