

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 26 June 2017
Previous inspection date 22 June 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- There are weaknesses in some staff's understanding of how to assess children's progress. Inconsistencies in the use of assessment means that challenging activities are not planned to help some children make good progress.
- Systems for supervision are not monitored robustly enough. Managers do not rigorously check all staff's understanding of systems to monitor children's progress, in order to ensure all children's learning needs are effectively met.
- Occasionally, some staff do not encourage children to try to do things for themselves to help develop their independence further.
- Opportunities that support children to develop their understanding of other people's backgrounds and diversity, during free play, have not been fully developed.

It has the following strengths

- Staff give high priority to children's safety. They are clear of the procedures to follow should they have any concerns about a child's welfare.
- Parents speak very highly of the supportive staff. In particular, they value the relationships staff develop with the whole family. They feel well supported to contribute to their child's learning and development at home.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- ensure all staff understand how to accurately assess children's progress and use this information to identify gaps in children's learning and plan challenging activities that help them make good progress in all areas. 31/07/2017

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

- improve the monitoring and supervision arrangements for staff to help identify weaknesses in staff's practice so that inconsistencies are recognised and steps are taken to improve practice in a timely way
- make the most of opportunities to encourage children to try to do things for themselves and develop their independence skills further
- strengthen opportunities for children to explore the similarities and differences between themselves and others as they play.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation of an activity with one of the nursery managers.
- The inspector held a meeting with the nursery managers. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff and children during the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Denise Farrington

Inspection findings

Effectiveness of the leadership and management requires improvement

Manager's supervision of staff is not robust enough. They do not rigorously check that all staff understand the assessment process and that assessments of children's progress are accurate. Weaknesses in staff practice have not been identified to provide the required support and promote better outcomes for children. However, managers do meet with staff on a regular basis to discuss aspects of their role. Information from these meetings is used to help plan future training. The arrangements for safeguarding are effective. Staff have all been trained in child protection issues and attend meetings to receive important updates which help to keep them current. Staff complete daily checks of the indoor and outdoor environment to ensure it remains a safe place for children to play. Procedures for the safe recruitment of staff are robust.

Quality of teaching, learning and assessment requires improvement

Inconsistencies in how some staff assess children's progress mean that it is not always possible to identify their progress or when gaps in their learning have occurred. Also, planning is not in place to sufficiently challenge some children to make the best possible progress. That said, staff enthusiastically join in children's play. Overall, they develop children's social, communication and physical skills effectively. Staff talk to children as they play and introduce new words to help extend their growing vocabularies. For example, staff encourage children to think of words to describe how a giant snail feels as it slithers across their hands. Older children enjoy developing their early writing skills and they practise making marks on the pavement in chalk.

Personal development, behaviour and welfare require improvement

Differences in how children's progress is assessed means that some staff do not meet the learning needs of children effectively. For example, some children move quickly between activities that they do not find challenging enough. Also, opportunities for children to explore and develop their understanding of diversity as they play are limited. Occasionally, staff do things for children which they could try to do independently. However, staff effectively support children to manage their own behaviour and use a consistent and calm approach with all children. They sensitively support children to develop their friendships. Children are aware of the importance of a healthy lifestyle. They remember to wash their hands properly before they enjoy a range of healthy meals and snacks. Opportunities for children to develop their physical skills in the fresh air are plentiful. They delight in playing with the wide range of equipment outdoors.

Outcomes for children require improvement

Some children do not make enough progress over time. Inconsistencies in the use of assessment mean that some children are not effectively supported to make the best progress possible. However, children are curious and active learners who are encouraged to follow their own interests. Staff support them to take turns and share as they play. These basic skills help to prepare children for the next stage in their learning, including their eventual move on to school.

Setting details

Unique reference number	EY305368
Local authority	Manchester
Inspection number	1092298
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 4
Total number of places	42
Number of children on roll	93
Name of registered person	The Manchester College
Registered person unique reference number	RP910995
Date of previous inspection	22 June 2015
Telephone number	01612196212

Lightbowne Neighbourhood Nursery, Moston Children's Centre registered in 2005. The nursery employs 12 members of childcare staff. All of whom hold appropriate early years qualifications at level 3. 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 who have special educational needs and/or disabilities and children who speak English as an additional language.

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