

Openshaw Early Learners

The Manchester College, Ashton Old Road, MANCHESTER, M11 2WH



Inspection date	10 October 2017
Previous inspection date	14 February 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 provide a stimulating environment for children to play and learn in. Children are warmly welcomed, settle quickly and form strong trusting relationships with staff.
- Staff provide children with a good range of quality resources and engaging activities, that helps keep children motivated to learn. They encourage children to make choices and manage tasks for themselves, which helps to increase their independence.
- Staff have established very positive partnerships with parents. They regularly share information about children's progress and agree on their next steps for learning.
- Self-evaluation is very effective and includes the views of children, parents and staff.
- The management team are well organised and have a good understanding of their roles and responsibilities. They have identified clear plans to support future improvements in the nursery.
- Staff provide meaningful opportunities to help children learn about differences, and value the diversity within the nursery and the wider world.

It is not yet outstanding because:

- The new system for observation, assessment and planning is in its early stages. The manager has not yet had sufficient time to measure its effectiveness, and the impact this is having on helping to improve learning outcomes for children.
- Systems for assessing staff performance and promoting professional development are not yet rigorous enough, to raise the quality of teaching to the highest levels.

What the setting needs to do to improve further

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

- embed and monitor the observation, assessment and planning process and evaluate the impact this has on improving learning outcomes for children
- build on the systems for assessing staff performance so that plans for their professional development are sharply focused, and raise the quality of teaching to an outstanding level.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting and had discussions with the management team. She looked at relevant documentation, such as paediatric first-aid certificates and evidence of the suitability of staff working in the nursery.
- The inspector spoke with some parents during the inspection and took account of their views.
- The inspector engaged in discussions with staff and children at appropriate times throughout the inspection.

Inspector

Isobel ford

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff confidently identify signs of abuse and know how to report concerns about children's welfare. Risk assessments are in place to help staff minimize hazards and promote children's safety. The management team are reflective and committed to supporting improvements. Staff benefit from effective induction procedures and ongoing supervision and appraisals. Recent training has helped staff to reflect on opportunities to enhance mathematics in the environment. Partnerships with multi-agency professionals are strong. Staff identify children's additional needs and seek the support of other professionals to promote their needs. Parents are kept well informed about their children's progress and value the ideas that staff share, to help them support their child's learning at home.

Quality of teaching, learning and assessment is good

Staff understand how children learn and develop. Experienced staff provide babies and children with a wide range of experiences to capture their interests and enthusiasm. Babies are given space to crawl, explore and move around safely. They investigate sounds and mirrors with staff who nurture their engagement, and are skilfully tuned into their early communication through sounds and gestures. Staff promote language development effectively, and provide support to those who speak English as an additional language. They learn key words in different languages and provide a playful narrative during play to model and embed new vocabulary. Staff ask questions and encourage children to solve problems. They help children to understand mathematical concepts during play. Children count and use words, such as big, small and smallest when cutting up pancakes made of dough.

Personal development, behaviour and welfare are good

Staff promote children's good health and teach children how to keep healthy and well. For example, they encourage good personal hygiene and work with local agencies to teach children about oral health. Children behave well and understand the daily routines and expectations of them. Staff are good role models and know children well. They use daily routines, such as snack time, to develop children's social skills and good manners. Staff promote children's independence. For instance, children pour their own drinks and serve themselves at lunchtime. Children enjoy daily opportunities to play outdoors.

Outcomes for children are good

Children make good progress from their starting points and develop skills ready for the next stage in their learning. They are happy and show confidence as they access resources with independence. Children learn to concentrate well. Children sustain their interest and motivation during creative play with dough and pasta. They help each other, sharing the dough when more children join in. Children develop their physical skills effectively. They climb and develop their balance and coordination. Children use spades and containers to scoop and build. They use a range of tools and media to make marks.

Setting details

Unique reference number	500134
Local authority	Manchester
Inspection number	1087833
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 3
Total number of places	34
Number of children on roll	50
Name of registered person	The Manchester College
Registered person unique reference number	RP910995
Date of previous inspection	14 February 2014
Telephone number	0161 6743472 or 0161 6743723

Openshaw Early Learners registered in 2013. The nursery employs ten members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery is open Monday to Friday, all year round, from 8am until 6pm. The nursery provides funded early education for two- and three-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

