

# Seymour Kindergarten

23 Seymour Road, Crumpsall, Manchester, Lancashire, M8 5BR



<b>Inspection date</b>	31 October 2017
Previous inspection date	20 October 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The highly qualified manager has an ambitious vision for the future of the nursery. She regularly makes improvements and has a number of plans to develop the nursery. She has addressed the recommendations from her last inspection. For example, parents are now well supported to extend their child's learning at home and they are well informed about children's achievements.
- The nursery environment has a very homely and welcoming feel. Staff have created interesting and inviting areas for children to play and explore. For example, they have recently created an exciting dinosaur area which was inspired by children's interests.
- Staff are kind and caring and children have built up good relationships with them. Care routines are individualised and children have good levels of confidence and self-esteem.
- Well-qualified staff demonstrate good teaching skills. Each child is planned for individually and their development is assessed regularly. Children make good progress.
- Children's behaviour is good. Staff use consistent techniques to help to promote positive behaviour. These are highly effective. Children play together well, they use good manners and demonstrate good social skills in relation to their age.

### It is not yet outstanding because:

- Although information is gathered from parents when children first start, it does not yet focus really specifically on what children already know and can do.
- Occasionally, during activities, staff do not offer higher levels of challenge for most-able children.

## What the setting needs to do to improve further

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

- gather more precise information from parents when children first start to gain an even more accurate picture of children's development to inform initial assessments
- adapt teaching methods during group activities to offer the highest levels of challenge for children to help them to make even greater progress.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector observed a planned activity with the nursery manager.
- The inspector held a meeting with the nursery manager. She viewed policies and procedures and discussed the nursery self-evaluation. She viewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff at appropriate times during the inspection.
- The inspector spoke to parents on the day of the inspection and she took account of their views.

### Inspector

Savine Holgate

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are trained in child protection issues. They are alert to the potential signs of abuse and are confident in reporting procedures. The manager is an excellent role model who offers coaching and support to staff. Staff access regular training and are all trained in paediatric first aid. This helps to keep children safe. The manager implements and updates a number of policies to help staff to understand their roles and responsibilities. For example, she ensures that staff understand the importance of their responsibilities in relation to confidentiality. Additionally, she puts procedures in place to help to keep children safe during any events which would result in the nursery being evacuated. The manager monitors children's learning closely and identifies gaps. For example, she identified that children's progress in writing was not developing as well as expected. Together with staff she has worked to increase opportunities for children in this area and this has had a positive impact on children's progress.

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

Toddlers concentrate as they use paintbrushes to find small hidden dinosaurs in the sand. This helps to develop their small muscles and attention skills. Staff play alongside them and use mathematical language, such as 'under' and 'on top' to describe the position of the dinosaurs. This helps children to understand mathematical concepts. Pre-school children enjoy using their imagination in a post office role-play area. Children eagerly write letters when asked, helping to develop their early writing skills. Outside children ride bicycles, they use paintbrushes and water to make marks and build large towers with staff. This helps children to develop their physical skills and coordination. Daily routines are used as a good opportunity to help children to learn. For example, pre-school children enjoy the task of setting the tables and staff set them simple addition and subtraction problems which they are able to solve.

### Personal development, behaviour and welfare are good

Children's physical well-being is well supported. Children are provided with a healthy diet, they engage in regular handwashing routines and access fresh air and physical exercise throughout the day. Staff provide a number of opportunities for children to learn about the diverse society in which they live. For example, they have created displays which provide images and explanations about different cultures and religions and they provide activities which help children to explore a range of cultural celebrations.

### Outcomes for children are good

All children, including those who receive additional funding make good progress. They are developing the skills they will need for school. For example, pre-school children write their names and use scissors with skill and control. Toddlers show will and determination as they put on their shoes and coats for outdoor play. They are already able to count a small number of objects and use mathematical language. All children concentrate well. They are motivated to learn and eager to engage in activities and try new things.

## Setting details

<b>Unique reference number</b>	EY230750
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1103980
<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, Voluntary Childcare Register
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	29
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Toto Nurseries Limited
<b>Registered person unique reference number</b>	RP908373
<b>Date of previous inspection</b>	20 October 2014
<b>Telephone number</b>	0161 795 2003

Seymour Kindergarten re-registered in 2003. The nursery employs seven members of childcare staff. The manager holds a qualification at level 6, five members of staff hold a qualification at level 3 and one member of staff holds a qualification at level 2. The nursery opens Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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