

Friesner Nurseries

The Old Printworks, Earl Street, Prestwich, M25 1GQ



Inspection date

4 April 2018

Previous inspection date

20 April 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 management team has worked hard to address the weaknesses raised at the previous inspection. They have strengthened methods of monitoring staff performance and developed staff knowledge further through training. Less experienced staff are working towards achieving or improving qualifications and show great enthusiasm.
- Partnerships with other professionals positively impact on children's health and well-being. For example, the nursery has achieved a local award for encouraging healthy eating. Children enjoy healthy vegetarian meals and take part in cooking activities.
- All children develop strong attachments to staff, however, this is most evident in the baby room. Babies and toddlers show staff affection and enjoy many playful exchanges.
- Staff focus their teaching in areas where children show less progress. For example, following analysis of assessment data, staff have strengthened teaching in mathematics during planned activities and during daily routines.

It is not yet outstanding because:

- Assessment of children's learning in the baby room is not always thorough enough for staff to precisely identify children's next steps for learning.
- Staff sometimes do not always follow children's emerging interests and so deepen their learning during planned activities. Also, some children's home languages are promoted less effectively than others.

What the setting needs to do to improve further

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

- identify what babies are learning more accurately, so that assessment of what they need to learn next is more precise
- strengthen teaching even more and follow children's emerging interests to help to ignite children's curiosity and deepen their learning
- promote children's home languages even more, so that every child is encouraged to develop their home language in a playful way.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact on children's learning.
- The inspector had a tour of the premises and spoke to children and staff during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the manager and the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Val Aspinall

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff effectively assess risks in the environment and on outings. Managers take action to address health and safety concerns as they arise. For example, following the sudden onset of an unpleasant odour in the premises, utility companies thoroughly checked drainage and water supply systems. Staff have a good understanding of local child protection procedures and know how to recognise and refer any concerns they may have about children's welfare. The managers understand their professional responsibilities. They have implemented an effective improvement plan with the support of the local authority early years team. The manager reviews children's progress to identify any gaps and continues to develop monitoring systems. Parents are happy with the care their children receive and say they make good progress, especially in speaking.

Quality of teaching, learning and assessment is good

The manager monitors children's development by analysing the assessment data that staff collect on a termly basis. All children make at least good progress in all areas of learning and some make rapid progress in speaking. Planning is effective in helping children to learn. Pre-school staff plan adult-led activities, which focus on what individual children need to learn next. They provide plenty of opportunities for children to develop early literacy skills. For example, children use tweezers to pick up and sort coloured cubes or pasta shapes, helping to develop their coordination in preparation for writing. Staff help children to recognise their name and learn the sounds that letters represent. Parents are regularly invited in to the nursery to join in with themed play activities, which helps them to continue children's learning at home.

Personal development, behaviour and welfare are good

Children are well behaved and enjoy playing together. Pre-school children take pride in contributing to routine tasks. For example, children take turns to be the helper at lunch time and snack times. They count out the plates and help serve fruit. Staff support children to develop independence in self-care and to understand risk. Pre-school children use the bathroom independently and know to hold the stair rail as they go downstairs to the outdoor play area. With encouragement from staff, children confidently use scooters. The individual physical and emotional needs of babies are met well. They experience the excitement of negotiating steps and slopes safely under staff supervision. This contributes to their willingness to try more challenging tasks. Staff provide parents with a range of information about health and well-being issues. For example, they talk about the amount of sleep, sugar and access to technology that is recommended for children.

Outcomes for children are good

Children develop the skills they will need for their eventual move on to school. They make marks on paper and enjoy exploring water, sand and construction toys. Toddlers and pre-school children are developing confidence. They can recognise numbers and know colours and shapes. All children are able to communicate their wants and needs and show enthusiasm for learning.

Setting details

Unique reference number	EY296663
Local authority	Bury
Inspection number	1097916
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	42
Number of children on roll	30
Name of registered person	Friesner Education Limited
Registered person unique reference number	RP907124
Date of previous inspection	20 April 2017
Telephone number	0161 773 4052

Friesner Nurseries registered in 2005. The nursery employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or higher, including one who holds a qualification at level 6. The nursery opens from Monday to Friday for 50 weeks of the year. Sessions are from 7.30am until 6pm. It provides funded early education for two-, three- and four-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 2018

