

# 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** 4 April 2018  
Previous inspection date 26 June 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 manager and staff team have successfully addressed the action raised at the last inspection and enhanced many other aspects of their practice.
- Staff make good use of information gathered from observations of children's play to accurately assess their progress. Planning is based on children's interests and next steps in learning. Children are confident, motivated learners and make good progress.
- Children benefit from a calm, nurturing, relaxed atmosphere and the sensitive interaction of caring, attentive key persons. This has a positive impact on children's physical and emotional well-being.
- Partnerships with parents, external professionals and other early years providers are a key strength of the nursery. Excellent arrangements for sharing information helps to promote high levels of consistency and continuity for all children.

### It is not yet outstanding because:

- The manager has good arrangements in place for monitoring staff practice. However, there are fewer opportunities for staff to reflect on their practice and share ideas with each other.
- There are times when creative activities focus on the end product rather than the learning that is taking place.

## What the setting needs to do to improve further

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

- strengthen the existing arrangements for monitoring teaching that helps staff improve their good practice further
- extend opportunities for children to express their own thoughts and ideas to help to enhance their creativity and imagination.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector talked to staff and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation of a planned adult-led activity with the manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation, including children's records, safeguarding policies and procedures and evidence of the qualifications and suitability of staff working in the nursery.
- The inspector took account of the views of a parent spoken to on the day of the inspection and from written feedback on questionnaires obtained by the manager.

### Inspector

Julie Kelly

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure knowledge of the referral procedure to follow should they have a concern about the health or welfare of a child. The use of effective risk assessments helps to ensure that children learn and play in a safe environment. The manager closely checks the progress of all children attending the nursery, including different groups of children. This helps her to quickly identify areas of learning where children's progress is slower and the achievement gap is narrowing. The manager carries out one-to-one supervision meetings to identify the individual continuous professional development needs of staff. She regularly observes their practice to manage their performance. Training is carefully planned and targeted to raise the quality of teaching and learning outcomes for children. Self-evaluation is good and the manager has a clear understanding of the strengths and weaknesses of the provision.

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

Babies and children thrive and thoroughly enjoy their time at the nursery. The effective use of signs and symbols and visual cues make a positive contribution to the progress made by children who have special educational needs and/or disabilities and children who speak English as an additional language. Staff are full of fun and enthusiasm and the atmosphere is filled with laughter as staff and children play and learn together. Babies explore a wide variety of different textures, such as brushes, sensory bottles, fabrics and wooden and metal objects. They are fascinated when they discover that they can make lights flash and produce different sounds when they press buttons on interactive toys. This helps to build on their strong exploratory impulse and to learn using their senses. Older children are keen to join in a dough activity. Staff skilfully demonstrate how to roll, squeeze, squash, pat and shape the dough into balls and encourage children to try to do it themselves. They teach children new words, such as 'parsley', 'chives' and 'mint' to help to extend their vocabulary. This also helps to enhance children's physical and independence skills in readiness for school.

### Personal development, behaviour and welfare are good

Staff create a culture of mutual respect and kindness within the nursery. They provide clear and consistent boundaries to help children learn about rules and how to behave appropriately. Children behave well and are helpful towards staff and each other. They play together in harmony and older children set a good example for younger children. Staff ensure that children's physical and emotional needs are consistently met in order to effectively promote their self-esteem and welfare.

### Outcomes for children are good

All children make good progress. Babies are motivated to become mobile to reach the broad range of resources that excite them. Children are fully engaged in activities and demonstrate good levels of concentration and perseverance. They develop a secure understanding of how to keep themselves safe and manage their own risks.

## Setting details

<b>Unique reference number</b>	EY305368
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1108558
<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>	0 - 4
<b>Total number of places</b>	66
<b>Number of children on roll</b>	88
<b>Name of registered person</b>	The Manchester College
<b>Registered person unique reference number</b>	RP910995
<b>Date of previous inspection</b>	26 June 2017
<b>Telephone number</b>	01612057058

Lightbowne Neighbourhood Nursery, Moston Children's Centre registered in 2005. It employs 12 members of childcare staff. Of these, 11 hold an early years qualification at level 3 and one holds a qualification at level 5. The nursery opens from 8am until 6pm, Monday to Friday, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

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