

Manchester Junior Girls Creche



Manchester Junior Girls School, 64 Upper Park Road, Salford, M7 4JA

Inspection date	28 June 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 worked extremely hard since registration to enhance many aspects of their practice. This has had a positive impact on improving learning outcomes for all children.
- Well-qualified, skilled staff use information from observations well to accurately assess what children know and can do. They plan a wide range of interesting and challenging activities that helps to motivate children to learn. Children make good progress.
- The key-person system is highly effective and well established. Babies and children develop extremely strong relationships with staff and close friendships with each other. They demonstrate high levels of emotional security in the setting. Care practices are very good and contribute to children's good health and well-being.
- Partnerships with parents and other early years providers are strong. This effectively contributes to good consistency and continuity of care and learning. Children are well supported as they transfer to other settings.

It is not yet outstanding because:

- The manager observes staff and carries out supervisory meetings to manage their performance. However, these are not sharply focused on helping to raise the quality of teaching to an outstanding level.
- There are occasions when staff do not make the best use of opportunities to enhance children's mathematical development.

What the setting needs to do to improve further

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

- strengthen the monitoring of staff practice so that there is a sharper focus on enhancing the quality of teaching skills to an outstanding level
- make better use of learning opportunities within play and activities to help to enhance children's mathematical development.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector talked to staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the deputy manager. She looked at relevant documentation, including accident and incident records, safeguarding policies and procedures, and evidence of the qualifications and suitability of staff working in the setting.
- The inspector took account of the views of parents 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 are confident to follow the referral procedures should they have concerns about the health or welfare of a child. The manager closely checks the good progress of all children who attend the setting, including different groups of children. Accurate and informative data is used to help her to quickly identify any gaps in children's learning. This enables staff to implement effective strategies to help to ensure all children reach their full potential. Self-evaluation is thorough and takes into account the views of staff, children and parents. Strengths and weaknesses are effectively identified and addressed and action plans for future improvements are well targeted and achievable. Staff are committed to their roles as early years practitioners. They make good use of continuous professional development opportunities to help to enhance their knowledge and skills.

Quality of teaching, learning and assessment is good

Staff skilfully interact and play alongside children to extend their learning. They use questions, such as 'Where are you going?' and 'What are you going to buy?', to help children to communicate their thoughts and ideas. Children tell staff that they are 'going to the station in a taxi, it's long and red'. They make 'soup' with jelly balls and competently use a sieve to remove the water. Children relish opportunities to explore a wide range of sensory materials. They are fascinated when they discover that they can make marks with their hands and fingers in shaving foam and sand. This helps children to learn using their senses and promotes their natural sense of curiosity. Babies independently explore the environment. They are highly motivated to become mobile and rapidly crawl towards resources and activities that excite them. Babies pull themselves up to a standing position so that they can reach their favourite toys.

Personal development, behaviour and welfare are good

Babies and children thrive in this good-quality nursery. Caring and nurturing staff intuitively respond to their physical and emotional needs to help to ensure that they remain happy and content. Staff are excellent role models and create a culture of mutual respect and kindness within the setting. They skilfully use distraction techniques and simple explanations to help children to learn about behavioural expectations. Children behave well. They access a wide range of resources and activities to help them to learn about people and communities beyond their own experiences.

Outcomes for children are good

Children make good progress. This includes children whose starting points are below expected levels of development that are typical for their age. Children demonstrate very good imaginative and creative skills. They are confident communicators and develop good small- and large-muscle control and coordination. They gain the skills, abilities and attitudes that help to prepare them well for future learning and the eventual move to school.

Setting details

Unique reference number	EY492153
Local authority	Salford
Inspection number	1053370
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 3
Total number of places	21
Number of children on roll	42
Name of registered person	Manchester Junior Girls Creche Committee
Registered person unique reference number	RP534801
Date of previous inspection	Not applicable
Telephone number	0161 740 0566

Manchester Junior Girls Creche registered in 2016. The setting opens from Monday to Friday term time only. Sessions are from 8.45am until 4.15pm on Monday to Thursday and from 8.45am until midday on Friday. The setting employs 16 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and four hold qualifications at level 2. The setting operates for children of staff working in the school. It provides funded early years education for two- and three-year-old children.

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