

Noddy's Private Day Nursery

111 Firbank Road, Newall Green, Wythenshawe, Manchester M23 2ZN



Inspection date

1 August 2018

Previous inspection date

23 February 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of 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

The provision is good

- The provider has worked hard since the last inspection and has successfully addressed the actions raised. She uses self-evaluation to ensure that all legal requirements are met. For example, she records all required information on Disclosure and Barring Service checks and she has strengthened her recruitment procedures.
- Well-qualified staff help children to develop their communication and language skills in a range of effective ways. Children who speak English as an additional language develop speaking skills rapidly. Staff use key words in children's home languages while they play. This helps to support the development of their first language.
- Children's behaviour is good. Staff act as positive role models at all times and help children to develop their social skills. Staff consistently praise and encourage children. This helps to raise their self-esteem. Even very young children follow routines well and use positive manners. For example, at mealtimes, they say, 'More please' to make requests.
- Children have formed secure bonds with all staff. Children greet staff with delight as they arrive at the setting and are happy throughout the day.
- Staff provide children with a range of opportunities to learn about differences and similarities between themselves and others. For example, they hold themed days where children explore foods, activities and languages from other countries.

It is not yet outstanding because:

- A wealth of information is gathered from parents when children first start attending. However, the information does not yet provide staff with enough detail about children's prior skills and knowledge.
- The management team have systems in place to monitor staff practice, such as regular supervisions and observations of practice. However, they are not yet sharply focused enough in order to help to raise the quality of teaching to an outstanding level.

What the setting needs to do to improve further

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

- gather more information from parents regarding children's development when children first start, to help to plan even more precisely from the very beginning
- strengthen the current monitoring systems to focus on specific areas of staff's teaching, to help raise the quality of teaching to the highest possible level.

Inspection activities

- The inspector observed the quality of teaching during activities and child-initiated play. She assessed the impact this has on children's learning.
- The inspector observed a planned activity and jointly evaluated the teaching with the provider.
- The inspector accompanied staff and children on an outing to a local park and observed play and interactions.
- The inspector held a meeting with the management team and spoke to staff throughout the inspection. She viewed a range of documents, including evidence of the suitability of all adults working on the premises.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Savine Holgate

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager has taken prompt action to ensure that all staff attend child protection training. The training has had a positive impact on staff knowledge. Staff have a comprehensive understanding of the potential signs of abuse and are confident in the procedures to follow in the event of a concern arising. The management team closely monitor children's progress. They analyse the progress made by groups of children, such as children who speak an additional language. This helps them to target areas that children require further support. The vigilant manager carries out stringent risk assessments of the setting. Staff help children to identify and manage risks. For example, three-year-old children confidently explain the rules while crossing the roads safely with staff. This helps to keep children safe.

Quality of teaching, learning and assessment is good

Once children have settled, staff form regular and accurate assessments of children's learning. Staff use what they know about children to plan enjoyable experiences that challenge and motivate them to learn. Three-year-old children enjoy making dough. They are inquisitive and enjoy finding out why things happen, such as why the oil and water separates. Staff encourage children to think critically and they offer explanations to help to enhance children's understanding. Children talk about weight and predict which liquid is the heaviest. This helps to extend children's understanding of mathematical concepts. Two-year-old children enjoy a music-and-movement session using the dough. They listen to instructions and copy staff as they move their bodies and use their hands to squeeze and manipulate the dough. This helps children to develop their finger and hand muscles in preparation for early writing. Younger children enjoy playing with cause-and-effect toys. They concentrate and show good levels of perseverance and keep trying until they succeed.

Personal development, behaviour and welfare are good

Children's physical well-being is well supported. Staff ensure that children are physically active and they benefit from healthy meals. Overall, partnerships with parents are good. Staff and parents share detailed information daily regarding children's care routines. This helps staff to adapt the routines to suit the needs of children, such as sleep times. Parents speak highly of staff and the support and guidance they offer. For example, staff provide professional support on a number of subjects, such as toilet training and behaviour management. This helps to provide a consistent approach for children. Children are self-assured and confident. Three-year-old children talk positively about themselves and their abilities. For example, they tell staff and children that they are very good at throwing and catching balls.

Outcomes for children are good

All children make good progress and are developing the key skills that they will need for school. Three- and four-year-old children develop good pencil control and can form the letters in their names. Younger children develop an understanding of early number. For example, they confidently count to three as they build a tower of bricks.

Setting details

Unique reference number	EY429630
Local authority	Manchester
Inspection number	10056980
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	28
Number of children on roll	34
Name of registered person	Murphy, Laura Jane
Registered person unique reference number	RP515969
Date of previous inspection	23 February 2018
Telephone number	0161 9029184

Noddy's Private Day Nursery registered in 2011. The nursery employs nine members of childcare staff. Of these, six members of staff hold an appropriate early years qualification at level 3 and one at level 2. Two members of staff are unqualified. The nursery opens Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 5.30pm. The nursery provides funded early years education for two-, three- and four-year-old children.

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