

Westwood Smarties

Grasmere Crescent, Eccles, MANCHESTER M30 8DN



Inspection date	18 October 2018
Previous inspection date	19 September 2014

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

- Children settle quickly into the nurturing and interesting environment that the staff provide. They are keen to explore and play with their friends.
- Staff interactions with the children are fun and engaging. They play games and sing songs that help to develop children's communication skills and language development.
- The manager and staff team work hard to ensure that children are safeguarded. There are effective systems in place to check the ongoing suitability of staff. The management team continually reflect on practice and have ongoing development plans.
- Staff give a high priority to children who have special educational needs (SEN) and/or disabilities. They work exceptionally well with parents and other professionals to provide good support to address those children's specific needs.
- Staff work hard to provide children with the skills they need to move on to the next stage of their learning.
- Children make good progress in their learning from their starting points.

It is not yet outstanding because:

- At times, staff do not give enough consideration to how they can effectively support older children's good understanding of mathematics in everyday activities.
- Children are not always provided with rich experiences to explore their curiosity and to extend their thinking further.

What the setting needs to do to improve further

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

- develop further opportunities for older children to widen their understanding of mathematics
- provide children with higher levels of challenge to stimulate their curiosity and extend their thinking skills

Inspection activities

- The inspector had a tour of the premises.
- The inspector spoke to staff and children at appropriate times and observed activities throughout the nursery.
- The inspector evaluated practice and carried out a joint observation with the nursery manager.
- The inspector met with the leadership team to discuss self-evaluation, policies and monitoring processes.
- The inspector sampled a range of relevant documentation, including children's records and evidence of staff qualifications and staff suitability.
- The inspector spoke with parents to gather their views and opinions.

Inspector

Alexandra Chiorando

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff attend regular training and have regular discussions on safeguarding issues. To ensure staff remain alert to different indicators that suggest a child may be at risk of harm. The leadership team has effective recruitment and induction systems to ensure staff are suitable to work with children. The leadership team evaluates the provision and is aware of its strengths and weaknesses. Parents comment positively about the useful advice and support staff have given to encourage their children's development. The leadership team monitors closely how, both individual and different groups of children achieve in their learning, quickly identifying gaps and plan specific targets to help close these. Children who have SEN and/or disabilities receive the support they need to make good progress, staff confidently work alongside parents and other professionals, such as physiotherapists, to promote continuity in children's care, learning and development.

Quality of teaching, learning and assessment is good

Staff sensitively observe children's learning as they play alongside them to identify what they need to learn next. They assess children regularly to ensure any gaps in learning are identified and addressed. Staff build on older children's speaking and listening skills well. When playing in the home corner, staff give simple instructions for children to follow and introduce children to new words. Staff encourage social skills by asking questions and discussing ideas for play together. Children have fun practising their physical skills, they develop physical agility, balance and coordination in the challenging outdoor environment. Staff grow fruit and vegetables with children and then harvest them to help show where food comes from, and help develop children's understanding of the world. Staff capture children's enthusiasm for storytelling using props and instruments. Children remember lines from the story and join in with joy and confidence. Children learn to share, take turns and be kind to one another as they play.

Personal development, behaviour and welfare are good

Children feel secure and confidently explore the activities on offer. Staff gently nurture new children, allowing them to settle quickly in this caring environment. Routines are well organised. Children enjoy finding their photograph to sign in and put their coats on labelled pegs. Children show a strong sense of belonging. They take care of resources and take pride in keeping the play environment tidy. Children are encouraged to be independent. For example, children have a go at putting on their boots and coats before they go out to play and help serve their own lunches. Staff are positive role models and teach children what is expected of them. Children show a good understanding of the rules and boundaries.

Outcomes for children are good

All children make good progress in their learning and development. Children show confidence to take part in spontaneous and imaginative group games. They develop good listening and attention skills. Children display positive attitudes to learning and are proud of their achievements. They are acquiring the important skills needed for their next stage in learning and eventual move to school.

Setting details

Unique reference number	EY387511
Local authority	Salford
Inspection number	10069710
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	2 - 4
Total number of places	44
Number of children on roll	35
Name of registered person	Westwood Smarties Committee
Registered person unique reference number	RP910799
Date of previous inspection	19 September 2014
Telephone number	0161 7891975

Westwood Smarties was registered in 2008. It is situated in single-storey premises in the Winton area of Eccles and is managed by a committee. The pre-school employs 10 members of childcare staff, of whom seven hold appropriate early years qualifications at level 2 and above. This includes both managers who hold qualifications at level 4. The pre-school nursery opens Monday to Friday, term time only. Sessions are from 9.20am until 2.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

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