

Little Sprouts Day Nursery Ltd

Penry Avenue, Cadishead, MANCHESTER M44 5ZE



Inspection date

1 November 2018

Previous inspection date

4 May 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

The provision requires improvement. It is not yet good because:

- Older children have fewer opportunities to develop their skills in literacy and mathematics compared to other areas of learning.
- The quality of teaching is not consistently good. Some staff lack confidence in their abilities and do not accurately identify what children need to learn next. This is particularly the case for the most able children.
- Although managers have identified gaps in teaching, they have not acted quickly enough to address these weaknesses. As a result, the quality of teaching and learning requires improvement.

It has the following strengths

- The quality of provision in the baby room is strong. Staff are effectively deployed and provide babies with lots of exciting activities. Consequently, babies are occupied and engaged, and eagerly explore their stimulating environment.
- Leaders and managers give high priority to children's safety. The nursery's child protection procedures are understood by all staff and the newly appointed manager has revised the recruitment procedures. Her vision is to ensure that, 'No stone is left unturned' when recruiting new staff at this nursery.
- The key-person system is effective. Children are given time to form trusting and secure relationships with staff before they are allocated a key person. This system works particularly well during periods of transition, for example, when children are moving between rooms. As a result, children feel settled and secure, which supports their emotional well-being.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure the quality of teaching is consistently good so that all children benefit from stimulating learning opportunities	06/12/2018
address gaps in the educational programme, with particular emphasis on supporting children's mathematics and literacy skills.	06/12/2018

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

- provide challenging activities that stretch the most able children so they are ready to achieve more.

Inspection activities

- This inspection was carried out following the risk assessment process.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector spoke to the manager and staff about children's progress and development.
- The inspector took account of parents' views of the nursery.
- The inspector held meetings with leaders and managers, and discussed improvements made since the previous visit.
- The inspector looked at a sample of documentation, including child protection policies and recruitment procedures.

Inspector

Tricia Graham

Inspection findings

Effectiveness of leadership and management requires improvement

The nursery has experienced a period of turbulence that has created some disruption for children and staff. For example, there have been a number of changes to the management structure, which has left staff without clear direction and support. The current manager, who has only been in post for several months, has worked hard to create stability for staff and children. The manager has introduced a programme of training for staff and she provides regular supervision sessions to help staff improve the quality of their practice. The manager has plans to improve the quality of teaching and learning. However, progress to implement these plans is not quick enough. Safeguarding is effective. The nursery is secure and staff carry out regular risk assessments. They also talk to children about hazards and how to keep themselves safe. For example, children know to be careful near fireworks and, 'Don't touch because it will burn'.

Quality of teaching, learning and assessment requires improvement

The quality of teaching and learning varies across the nursery. At times, teaching does not ensure that older children are sufficiently challenged to make the best possible progress. For example, children who are ready to achieve much more are not stretched in their learning and development. Some staff lack confidence in mathematics, which has led to a gap in this aspect of the educational programme. Furthermore, staff do not consistently support children to help them develop a good understanding of letters and the sounds they make, which slows their progress in literacy. However, where teaching is strong children show good levels of engagement and excitement. For example, staff build on children's curiosity when they discover the moon is out in the daytime. Children use binoculars to examine the moon closely and they discuss why it shines so brightly, which helps them to make sense of the wider world.

Personal development, behaviour and welfare are good

Children show respect for their friends and others. For example, they share toys and take turns. Children also respect each other's space as they practise their movement skills in the outdoor play area. They negotiate space successfully as they do star jumps and play running games. Babies are cared for in line with their parents' wishes. For example, babies' sleep time routines are agreed with parents and their comforters are readily available. As a result, babies are extremely settled. Parents are positive about all aspects of the nursery. Staff respect parents and display their photographs on the family tree board, which helps children develop an awareness of similarities and differences.

Outcomes for children require improvement

Outcomes for children are not consistently good due to weaknesses in teaching. At times, the educational programme for older children is not suitably challenging and there are some gaps, which limit children's learning experiences. As a consequence, children are not making consistently good progress in all areas of learning. Children are emotionally prepared for their transition on to school. They are competent with their self-help skills and display good levels of independence. Staff have built links with local schools, which provides continuity for children. Teachers visit the children at nursery, which helps children feel comfortable and familiar with their new carers.

Setting details

Unique reference number	EY544537
Local authority	Salford
Inspection number	10083692
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 5
Total number of places	58
Number of children on roll	49
Name of registered person	Little Sprouts Day Nursery Limited
Registered person unique reference number	RP544536
Date of previous inspection	4 May 2018
Telephone number	01616618064

Little Sprouts Day Nursery Ltd registered in 2017. The nursery employs 14 members of childcare staff. Of these, two hold early years degrees, one holds an appropriate early years qualification at level 4 and four hold an early years qualification at level 3. The manager and one member of staff have achieved early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm.

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.

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