

Inspection date	3 April 2019
Previous inspection date	4 October 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

This provision is good

- The management team and staff have worked closely to address previous areas of concern. They have reviewed documentation, internal processes and the planning system. They use a range of audits to identify areas of development and regularly evaluate their practice. For example, they have plans to introduce further natural resources to enhance children's play.
- Staff are enthusiastic teachers and are good at engaging children in learning. They plan a range of activities which support children's natural interests and help them to develop new skills. Children are active learners and enjoy initiating their own play. Children who speak English as an additional language are supported well.
- There is a strong key-person system which enables children to settle quickly. Staff understand children's care needs and consider children's emotional well-being. For example, children move throughout the nursery when staff feel they are ready for the next stage in their learning.
- The nursery site does not have access to an outdoor area. However, staff are diligent in providing outdoor experiences every day, for all children. Children visit different places in the local community such as the park, shops or library. In addition, children benefit from attending weekly sessions in a local woodland.
- Partnerships with parents are good, overall. Parents are happy with the care shown to their children and the service they receive. Parents particularly like the wide range of interesting activities that staff offer to engage children in learning.
- Staff do not consistently provide opportunities that support children to solve problems and use their independent thinking skills.
- Staff do not consistently engage parents to share information about their child's learning and development at home.

What the setting needs to do to improve further

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

- increase opportunities for children to consider questions and think things through, to develop their critical-thinking skills
- develop strategies to engage all parents to be part of their child's learning, to contribute to processes of ongoing assessment.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities, and assessed the impact this has on children's learning.
- The inspector spoke with the children, staff, parents, manager and director during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and director. She looked at documentation, including children's development records, a sample of policies and procedures, systems of assessment and processes for evaluating the nursery.
- The inspector spoke to a number of parents during the inspection to take account of their views.

Inspector

Elisia Lee

Inspection findings

Effectiveness of leadership and management is good

Members of the management team work closely together and foster a culture of collaborative teamwork. Staff are supported well through processes of induction, ongoing supervision meetings and staff meetings. Staff attend targeted training opportunities. For example, staff caring for babies complete specialist baby training. Safeguarding is effective. Staff regularly refresh their safeguarding knowledge. They understand the procedures they must follow if they are concerned about a child's welfare. The manager regularly reviews children's progress to identify any gaps in their learning. Partnerships with other professionals are in place to support children's needs. For example, staff liaise with teachers as children prepare to leave for school.

Quality of teaching, learning and assessment is good

Staff plan a range of activities which promotes all areas of learning and supports children's natural interests. Staff consider the needs of different ages and stages of children. For example, babies enjoy shaking sensory bottles filled with glitter, and older children use instruments as they explore rhythm and rhyme. Children engage in imaginative learning opportunities. For example, babies use real daffodils to paint as they explore mark making, while older children cut fresh herbs and knead them into dough to create a sensory experience. Staff are enthusiastic teachers and present learning in an enjoyable way. For example, older children enjoy playing alongside staff as they play a matching game and identify letters in their name. Staff complete regular observations of children and frequently assess their learning needs.

Personal development, behaviour and welfare are good

The nursery is a friendly and welcoming environment. Children are settled and staff nurture children's care needs well. For example, staff sit quietly with a younger child and gently rock them as they drink milk from a bottle. Children have high levels of independence and enjoy being given responsibility during routine activities. For example, children enthusiastically help staff to water plants in the nursery. Children listen carefully to staff and their behaviour is good. Children learn about healthy lifestyles. For example, they take part in exercise sessions where they feel the difference in their heart rate after physical exercise. Staff help children to understand about road safety. For example, children understand they must wait for cars to stop as they use a pedestrian crossing. Children learn about the wider world and local community in imaginative ways. For example, they visit the local shopping centre to have their feet measured at the shoe shop. Children's welfare is well supported by staff.

Outcomes for children are good

Children are independent learners, make their needs known and access resources to lead their own play. For example, they choose to play with a range of transport vehicles. They demonstrate good sharing and turn-taking skills as they say 'go' and 'stop' to one another. All children, including those who speak English as an additional language, make good progress and are prepared for the next stage in their learning.

Setting details

Unique reference number	EY552482
Local authority	Trafford
Inspection number	10081532
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 5
Total number of places	30
Number of children on roll	56
Name of registered person	Fleximinder Preschool Limited
Registered person unique reference number	RP552481
Date of previous inspection	4 October 2018
Telephone number	0161 864 3327

Fleximinder registered in 2017. The nursery employs 15 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 or above, including two with qualified teacher status. The setting opens from Monday to Friday all year round. Sessions are from 7am until 6.30pm.

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