

Little Sprouts Day Nursery Ltd

Penry Avenue, Cadishead, MANCHESTER M44 5ZE



Inspection date	24 June 2019
Previous inspection date	1 November 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

- Enthusiastic leaders strive to make continuous improvements. They have worked in partnership with staff and the local authority adviser. Together they have addressed the areas for development raised at the last inspection. As a result, they have achieved a good standard.
- Staff provide a warm and welcoming environment. They take time to get to know children well. Staff send home photographs to familiarise new children with their key person. Children demonstrate from their high levels of confidence and self-esteem that they are happy and content.
- Staff plan fascinating activities that excite children and motivate them to learn. However, sometimes staff do not fully promote children's communication and language skills. Nonetheless, all children make at least typical progress and attain the skills needed for future learning.
- Partnership with schools is well established. This helps to ensure consistency in supporting care and learning for older children. Furthermore, staff work with teachers so that, when the time comes, children's move to school is seamless.
- Parents praise the welcoming and inclusive atmosphere and commend the staff team. Staff share regular updates on children's progress with parents. However, strategies to involve and engage all parents are not always successful. Some parents are not made aware of how they can contribute towards children's learning.
- Strong links with external professionals help staff to provide good support for children with special educational needs and/or disabilities. This contributes towards their good progress from their skills and capabilities on entry.
- Leaders provide staff with regular supervision and training. However, performance management and professional development opportunities could be strengthened further, to help some staff to develop even more confidence in their teaching practice.

What the setting needs to do to improve further

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

- enhance how children's communication skills are supported, particularly in relation to the use of effective questioning and promoting the use of correct language
- establish a precisely targeted programme for staff professional development and further develop their confidence, knowledge and skills to raise the overall quality of teaching to the highest level
- develop more effective ways to engage parents in supporting their children's learning.

Inspection activities

- The inspector had a tour of all areas of the nursery. She observed the quality of teaching indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a meeting with the provider, nursery manager, deputy nursery manager and held regular discussions with them. She carried out an evaluation of teaching with the nursery manager.
- The inspector spoke to staff and children at appropriate times during the inspection. She also spoke to the early years adviser.
- The inspector looked at relevant documentation, such as policies and procedures, children's records, reviewed the nursery's self-evaluation and checked evidence of the suitability of staff.
- The inspector took account of the views of parents.

Inspector
Layla Davies

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are well trained in child protection procedures. They understand what to do if they are concerned about a child or about how a colleague is behaving. Staff benefit from observations and feedback on their practice. Overall, this has helped to improve the quality of teaching, particularly in mathematics and literacy. Recent data tracking evidences that children's reading and writing skills, in addition to their mathematical understanding, have developed significantly. One way this was achieved was through implementing new initiatives and ideas, learned following training. For example, staff introduced a play dough gym for children to develop finger muscles. This has helped children to strengthen their grip, ready to hold a pen. Staff promote mathematics during routines, such as snack time. Children cut wraps into shapes and count apple slices, adding more or taking less slices than their friends.

Quality of teaching, learning and assessment is good

Older boys have animated conversations. They use soapy water as they wash dishes in the pretend kitchen and clean cars outdoors at the 'car wash'. They chatter intently and give each other roles as the 'washer' and the 'dryer'. Older girls engage in imaginative play and act out the role of a schoolteacher. They call out their friends' names and take the register on a whiteboard. Pre-school children form recognisable letters and confidently write their names. Staff promote school readiness well. For instance, they provide school bags and design meaningful activities. Children are given lunch boxes filled with packets of crackers. Staff encourage children's persistence and perseverance. Children smile with pride when they succeed and open the packets. Overall, activities such as this help children to gain the skills needed for success in school.

Personal development, behaviour and welfare are good

Babies play and explore in a cosy environment. They climb into a calming den for quiet time. Staff respond to babies' cues and give cuddles when babies need them. Babies are given ample time to contemplate how to free toys which staff have frozen inside blocks of ice. Children are physically active and behave well. They play with friends, initiate games and invite staff to play with them. For example, two-year-old children play together as staff lead a large-group game. They eagerly join in with energetic marching and sing loudly to the 'Grand Old Duke of York'. Children's home languages are acknowledged and respected. Staff learn the correct pronunciation of key words and support children who speak English as an additional language.

Outcomes for children are good

Early years pupil premium funding is used well. For example, staff identified that children were interested in sensory play and exploration. Leaders purchased sensory equipment and activity boards to facilitate this interest. Children open flaps, press buttons and bells and open and close door knockers. They explore and experiment with different textures and operate cause-and-effect toys. Children respect others. Two-year-old children listen to staff and their friends. They wait for their turn to match the picture card to the correct toy animal. Children are inquisitive and active learners. Older children use magnifying glasses on a bug hunt outdoors and increase their knowledge of small creatures.

Setting details

Unique reference number	EY544537
Local authority	Salford
Inspection number	10085553
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	58
Number of children on roll	58
Name of registered person	Little Sprouts Day Nursery Limited
Registered person unique reference number	RP544536
Date of previous inspection	1 November 2018
Telephone number	01616618064

Little Sprouts Day Nursery Ltd registered in 2017 and is located in Cadishead, Manchester. The nursery employs 14 members of childcare staff. Of these, one holds an appropriate early years qualification at level 4 and five hold early years qualifications 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. The nursery provides funded early years education for two-, three- and four-year-old children.

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