

Inspection date	29 August 2019
Previous inspection date	25 July 2016

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

This provision is good

- The newly appointed manager has quickly gained an accurate overview of the quality of the nursery. With support from the owners, she is keen to implement new ideas and has clear plans to promote continuous improvement.
- Since the last inspection, opportunities for children to learn outdoors have greatly improved. There is a buzz of excitement as children delight in exploring the vast array of inviting experiences in the garden.
- High priority is given to children's diet. Additional funds awarded to the nursery mean that children enjoy eating nutritious meals made from fresh, quality ingredients. This makes a significant difference to their eating habits and general health.
- Staff teach children well, overall. They make excellent use of the community garden to promote children's learning. However, at times, staff do not make the most of opportunities to teach children about boundaries and how to keep themselves safe.
- Children's learning is enhanced by extra activities provided by external professionals, such as music and dance. This contributes positively towards children's physical development.
- The manager uses effective ways to value staff efforts, such as providing a 'hug in a mug'. This helps to boost staff morale and promote good teamwork. However, her systems for managing staff performance are not sharply focused on ways to help staff raise their teaching to the highest levels.
- Staff form strong links with parents and use various ways to keep them informed of children's progress. Parents report that staff do a great job. They say, 'All staff are polite, helpful and caring.'

What the setting needs to do to improve further

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

- strengthen ways to support children's growing understanding of boundaries, expectations and how to keep themselves safe
- provide staff with more incisive support and guidance to help them raise their teaching skills even higher.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to staff and children and completed joint observations with the manager.
- The inspector held discussions with the manager, the owners of the nursery and the local authority quality development adviser. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector
Jan Linsdell

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The nursery is safe and secure. Staff are vigilant about children's whereabouts. They follow stringent procedures to help to keep children safe, particularly when children move between indoors and outside. The manager and staff have a secure understanding of safeguarding procedures. They know how to identify concerns and take appropriate action to ensure children's safety. Staff work closely with other professionals to seek advice and get the right support for children who need it. The manager uses effective systems to closely monitor children's progress. She consults staff on children's individual needs and interests when deciding how additional funds should be spent. Staff qualifications exceed minimum requirements. Staff have regular supervision and training and they take on board advice from the local authority. This has a positive effect on children's care and learning.

Quality of teaching, learning and assessment is good

Staff gather valuable details from parents about children's skills on entry. They use this information well to inform their baseline assessments of children's abilities and to plan for their next steps in learning. Most children enter the nursery with low starting points. Over time, they make good progress because staff quickly identify gaps and put support in place to help them catch up. Staff work closely with other professionals to make sure children with special educational needs and/or disabilities receive the support they need. Staff encourage parents to support children's learning at home. One way they do this is by providing library books so that parents can read to their children. Parents speak positively about the progress children make, particularly in their speech and their interactions with others. Children are motivated to play, learn and develop skills to help them to become ready for school.

Personal development, behaviour and welfare are good

Staff clearly form close bonds with children. This is evident when key persons talk fondly about children's characters and describe them as 'a bundle of joy'. Children learn familiar songs that help them to understand and follow routines. They play well together and show growing confidence, for instance, when they chat to visitors or do tasks for themselves. Staff reinforce positive behaviour and good eating habits at lunchtime. For example, they praise children for using their manners and remind them not to talk with their mouth full. This helps to promote children's social skills.

Outcomes for children are good

All children benefit from playing with a wide range of real, natural and open-ended resources that stimulate their senses and inspire their imagination. Babies become fascinated by the lights and sounds of different objects which entice them to explore. Toddlers practise using tricky tools, such as scissors, to snip the dough. This helps them to develop their finger muscles in readiness for early writing. Pre-school children learn to listen to stories and talk about their experiences. For example, they recall events from their trip to the farm and remember that milk comes from cows.

Setting details

Unique reference number	EY490292
Local authority	Salford
Inspection number	10065714
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 - 8
Total number of places	70
Number of children on roll	87
Name of registered person	AW Childcare Services Ltd
Registered person unique reference number	RP531478
Date of previous inspection	25 July 2016
Telephone number	0161 790 1275

Care Chiefs registered in 2015. The nursery employs 17 members of childcare staff. Of these, 16 hold appropriate early years qualifications, including four at level 2, eight at level 3, three at level 4 and one at level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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