

Inspection of Barton Moss Children's Centre Nursery

Barton Moss C Of E Primary School, Trippier Road, Eccles, Manchester M30 7PT

Inspection date: 4 September 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

The nursery is a warm, welcoming and safe environment for children to learn and develop. Staff provide a variety of interesting natural resources and equipment to support children's development in all areas of learning. They plan activities to build on what children already know. For example, staff help children find out where apples grow during a forest school session. They encourage children to think about how to get the apples down from the tree. Staff extend children's learning further as they encourage them to count the apples and berries they have picked. They introduce mathematical language such as 'heavy' and 'light' as children carry the fruit back to the nursery. Staff support children's listening and speaking skills. For example, they encourage children to listen to sounds in their environment. Staff introduce new language such as 'helicopter' as one flies overhead, and children repeat the word clearly.

Due to uncertainties, the nursery experienced a period of high staff turnover, resulting in parents and children feeling unsettled. However, the manager now has a secure staff team, and new staff are establishing positive, trusting and warm relationships with children and their families. The nursery is in a settled state. Leaders and existing staff are supporting new staff. Leaders are focusing on embedding nursery policies and practices with new staff to ensure consistency across the whole team.

What does the early years setting do well and what does it need to do better?

- The nursery has been through a period of uncertainty as to whether it would continue to operate. This resulted in some staff resigning, leading to inconsistencies in the key-person system. However, the core leadership team has remained strong, and the staff who remained at the nursery provide teaching of a high standard. Leaders now have a secure and stable staff team.
- Leaders give staff regular feedback on their performance through observation and supervision. They provide training for staff and measure the impact this has on practice and provision. Leaders are establishing a regular structure of support for new staff. They recognise the need to continue to focus on this support to ensure the quality of teaching is raised consistently to the highest standard.
- Staff are good role models and give children clear messages about behaviour expectations. As a result, children's behaviour is good. Staff encourage children to share, take turns and be gentle with one another. They understand that children learn from what they see and hear. Staff are respectful towards children and consistently say 'please' and 'thank you' when interacting with them. As a result, children learn to be respectful to others and use good manners.
- Children's physical health and well-being are a high priority for staff. They provide healthy, nutritionally balanced meals and snacks that children enjoy.

Children have regular access to fresh air and physical activity during outdoor play and forest school sessions. Staff also provide calm, comfortable spaces for children to rest and sleep.

- Leaders and staff have high expectations for all children, including those with special educational needs and/or disabilities. Staff promote curiosity, exploration and imaginative play through activities. For example, they build dens with children using large cardboard boxes. Children suggest how to make the den darker and drape materials over the boxes to make a door.
- Staff provide activities based on children's unique interests. They make accurate observations and assessments of what children know and can do. Staff regularly share information with parents about their children's progress. Leaders provide staff with non-contact time to complete assessments to reduce workload. They use initiatives such as a 'hug in a mug' to show staff their appreciation for their hard work. This helps to support staff's emotional well-being.
- Staff support learning at home, including by sharing activity bags and story sacks with parents, and giving parents access to a lending library. This helps to promote a shared love of reading. Staff provide children with a wide range of experiences that teach them about the wider world. Children learn about festivals such as Australia Day, enjoy visits to the theatre and take trips to local supermarkets to purchase ingredients for baking activities.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of the signs that cause them to have concerns about a child's welfare. They have a good knowledge of child protection policies and procedures. Staff receive regular training to ensure their knowledge remains up to date. Robust recruitment procedures are in place to ensure staff are suitable. These are followed by extensive, ongoing induction processes that support staff to have a good understanding of their roles and responsibilities.

What does the setting need to do to improve?

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

- focus on supporting new staff in their professional development to raise the quality of teaching to a consistently high standard
- continue to establish the key-person system with new staff to ensure children form secure attachments and their emotional well-being is supported effectively.

Setting details

Unique reference number	EY375536
Local authority	Salford
Inspection number	10109771
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 to 4
Total number of places	60
Number of children on roll	57
Name of registered person	Salford City Council
Registered person unique reference number	RP526934
Telephone number	0161 7780065
Date of previous inspection	6 December 2013

Information about this early years setting

Barton Moss Children's Centre Nursery registered in 2009. It is located in Eccles, Manchester. The nursery employs 14 members of childcare staff. All staff hold appropriate early years qualifications ranging from level 2 to level 6. The nursery opens from Monday to Friday from 7.30am until 6pm. It closes for bank holidays and for one week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Paula Graves

Inspection activities

- The inspector looked at relevant documentation, including training logs and evidence of the suitability of staff working in the setting.
- A joint observation of teaching practice was conducted with the nursery manager.
- The inspector and the manager completed a 'learning walk' across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- A meeting was held between the inspector and members of the management team.

We carried out this inspection 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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