

Inspection of Deedee's

260 Brownley Road, Manchester, Cheshire M22 5EB

Inspection date:

23 October 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The quality of education is not good enough. This weakness is largely due to recent changes in the staff team, which have caused some disruption to children's learning. Due to recent changes, some children do not yet have a key person. This means they are not cared for by a consistent member of staff, which also affects partnership working with parents. Nevertheless, new members of staff are ably supported by the managers and they are developing close working relationships with the existing staff team. This teamwork is proving extremely fruitful for children. They have formed trusting relationships with all staff and demonstrate that they are happy as they eagerly enter the nursery.

Children are safe. They move around their playrooms with confidence and they are willing to have a go at new challenges. For example, toddlers climb the soft-play equipment and whizz down the slide. Their safety is assured because staff are close by to supervise. Overall, children benefit from an enabling indoor environment. However, less focus is given to the outdoor area, which is less inspiring.

Although staff want the best for children, some activities are not pitched at the right level, which hampers children's attitude to learning. This is particularly evident for the older children. Where teaching is strong, children's individual learning needs are accurately identified. The curriculum is exciting and staff inject enthusiasm. As a result, some children are eager to explore and enjoy their learning.

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

- The managers have a clear vision of what needs to improve. They intend to create a separate pre-school room so that older children are better prepared for school. Plans are in place to use early years pupil premium funding to develop the outdoor play area. Their intention is for disadvantaged children to have increased sensory experiences. However, these improvements have not yet been implemented.
- Children enjoy a suitable range of learning opportunities. However, the quality of teaching is not consistently good. Planned activities for some children, including those with special educational needs and/or disabilities, are not matched to their individual learning needs. These activities are far too challenging and do not reflect what children need to learn next. This weakness is most notable for children who do not have a key person.
- One of the key strengths in teaching is how well staff help children to develop their early mathematical skills. They give children time to solve number problems, such as recognising the difference between numerals three and eight. Staff use descriptive words, such as 'big' spider, during everyday conversations.

They also provide investigation areas that offer children a wealth of discovery. For example, staff have recently introduced magnets to help children understand logic and reasoning and how things move.

- Despite weaknesses in the outdoor play area, children embark on some outings that help them to learn about nature. For example, staff took babies and toddlers on a 'listening walk' to develop their awareness of environmental sounds. Staff skilfully built on this experience by encouraging toddlers to collect leaves and conkers. As a result, children were able to talk about and explore natural objects.
- Children who speak English as an additional language are supported well. All staff help children settle into the nursery routine. They provide a visual timetable and reinforce words such as 'snack time'. This helps children to learn key words and become familiar with the sequence of events. Children are well behaved. They display good levels of confidence and develop positive relationships with staff and other children.
- Staff caring for babies are experienced and understand how babies learn. They have created a calm and tranquil environment. This physical environment allows babies to freely explore. Staff give close attention to babies' learning to check it is secured. Babies who are learning to pass objects from hand to hand are given lots of time and resources. They use shells and small objects to help them master this tricky skill. Staff are accurate in their assessments.
- Parents speak highly of the staff and state that their child has settled very well. They appreciate ideas and suggestions to extend their child's learning at home. For example, one parent has bought a dining table so they can sit and have meals together 'like they do at nursery'. These experiences help to promote children's social skills, which are important skills to develop in preparation for school.

Safeguarding

The arrangements for safeguarding are effective.

Staff know what to do if they have any concerns about a child's safety. They are well trained and confidently discuss their awareness of child protection issues. Staff know they need to be vigilant. They ensure out-of-school children are transported safely to and from school. Staff also plan meaningful activities to help children learn about safety. For example, they discuss hazards as they make firework biscuits with young children. The nursery's no-mobile phone policy is adhered to at all times. Furthermore, stringent procedures are followed to ensure children do not access the internet when using the computer.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure the quality of teaching is consistently good, and take account of children's abilities when planning their next steps in learning	04/12/2019
promote positive attitudes to learning by offering meaningful activities that allow all children to achieve the best they can	04/12/2019
ensure that all children are allocated a key person and share this information with parents.	06/11/2019

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

- develop an outdoor curriculum that excites and motivates children in their learning.

Setting details

Unique reference number	EY563115
Local authority	Manchester
Inspection number	10128317
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	192
Number of children on roll	90
Name of registered person	Deedee's Childcare Limited
Registered person unique reference number	RP563114
Telephone number	01616136761
Date of previous inspection	Not applicable

Information about this early years setting

Deedee's registered in 2018. It is situated in Wythenshawe Manchester. The nursery employs 12 members of childcare staff. Of these, one holds an appropriate early years qualifications at level 4, four hold level 3 and two hold level 2. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tricia Graham

Inspection activities

- The managers and inspector completed a 'learning walk' around the nursery.
- The inspector held discussions with managers and staff at appropriate times during the inspection.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector carried out a joint observation with the managers.
- Consideration was given to parents' comments.
- The inspector spoke to children throughout the inspection.
- The inspector checked evidence of the suitability of staff working with children.

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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