

Inspection of Earlybirds @ St. Mary's

St. Mary's Church Hall, Entwisle Avenue, Urmston, Manchester M41 5TP

Inspection date: 29 October 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children who attend this setting thrive in their emotional well-being. All staff are attentive, kind and caring. They nurture children's curiosity and provide frequent and positive reassurance. For example, children who need extra cuddles are lavished with affection until they are ready to explore and play independently. Children show that they feel safe as they arrive happy each morning, wave goodbye to their parents and are curious to play. They show self-confidence and emotional security, supported by positive relationships they share with friendly staff. Routines are well established and children know what to expect. For example, children understand that a bell indicates a change of activity and they confidently follow this cue. They cooperate and behaviour is good. Children are thoughtful and friendly. They show compassion towards others and friendships develop. Staff nurture friendships and encourage children who like to play together to sit near one another and interact socially. Children grow into kind and caring individuals.

Children show impressive levels of independence. For example, they mark their attendance by independently placing images of themselves on a registration board upon arrival. Staff have high expectations and encourage children to complete tasks for themselves. Children pour drinks and serve themselves during snack. They put on coats in preparation for playing outside and make decisions about the games and activities they choose. Children grow into self-assured and independent individuals.

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

- The provider leads her team with dedication and commitment. She is passionate and inspires others to work hard.
- Team morale is good and staff comment how well supported they feel. Staff well-being is given high regard and work-life balance is continually reviewed. For example, staff feel motivated by recent improvements in workload and by changes to paperwork. Staff mood contributes to the friendly service they offer families and children.
- Staff think carefully about what they do and often make changes as a result. The views of parents, children and other professionals are considered. This helps to ensure that practice reflects the views of those who access the provision. For example, children now have a better choice of outdoor activities.
- Children benefit from contact with a range of people from the wider community. They learn about the diverse world in which they live and develop tolerance, respect and understanding. For example, children enjoy visits from a crossing patrol person, church verger and school teachers to enrich their experiences.
- Staff invest time in helping children to settle and in getting to know families. They first meet parents and children in their own homes. This relaxed first

meeting helps to build a foundation for good partnerships with parents.

- Staff plan a challenging curriculum. They have detailed knowledge of all children in their care, built up through effective observation systems. Staff use this information effectively to benefit children in their care. They link activities to children's emerging developmental needs to help support learning.
- Teaching to support children's communication skills is particularly good. Staff ask lovely open questions, listen and respond to children's comments. New descriptive words are used to expand children's already good vocabulary. The setting has recently been accredited with a speech and language award from the local authority to recognise its good practice in this aspect of teaching.
- Staff and the manager understand strengths and gaps in children's progress. This information is used to focus teaching. However, sometimes staff do not plan group activities effectively to help all children to join in. At times, groups are very large and some children become distracted.
- Children acquire key skills in preparation for the next stage in their learning. They show concentration and perseverance. For example, children keep focus as they hammer pegs into pumpkins. They demonstrate good physical coordination as they succeed. They count the quantity of pegs they have used, extending their mathematical skills. Children's learning is well supported.
- Children's safety and welfare are well promoted through effective risk assessments and supervision by attentive staff, including close supervision at snack times. However, sometimes staff do not help children to learn about good table manners and how to behave when eating.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand how to safeguard children. They have good knowledge of child protection and know how to identify and report any safeguarding concerns. The manager is aware of recent changes to local authority guidelines and has proactively updated the policy for the setting and shared these updates with staff. Staff knowledge is frequently reviewed through spot-check questions and quizzes. The setting has a number of policies relating to wider safeguarding practice. For example, it has a policy to cover the safe use of social media and smart devices. Policies are used effectively to inform consistent practice.

What does the setting need to do to improve?

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

- strengthen the organisation of group activities and reduce distraction and increase learning for all children present
- extend children's knowledge of good table manners and how to behave well at meal and snack times.

Setting details

Unique reference number	EY548787
Local authority	Trafford
Inspection number	10124039
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	28
Number of children on roll	32
Name of registered person	Earlybirds @ St Mary's
Registered person unique reference number	RP548786
Telephone number	07944267021
Date of previous inspection	Not applicable

Information about this early years setting

Earlybirds @ St. Mary's registered 2017. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The pre-school opens Monday to Friday from 9am until midday, during term time only.

Information about this inspection

Inspector

Michelle Jacques

Inspection activities

- The manager and inspector toured the setting. The inspector viewed how the setting is organised and observed safety measures and procedures in place.
- The inspector spoke with children and parents during inspection and considered their comments and views.
- Discussions were held with staff, the manager and a local authority quality adviser at appropriate times during inspection.
- The inspector viewed documentation used by the staff and manager to support their practice. The inspector checked suitability documentation relating to all adults working at the setting.

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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