

Inspection of The Manse Nursery

The Manse, 1 Cambridge Grove, Eccles, MANCHESTER M30 9AP

Inspection date: 18 November 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 Good

What is it like to attend this early years setting?

The provision is good

The recently appointed manager and deputy successfully implement their vision, which places children at the centre of everything they do. The staff team works harmoniously and provides children with a safe and welcoming environment. Children enter smiling and with excitement, eager to join the play. Babies and younger children receive lots of caring attention from familiar adults. Children throughout the nursery are emotionally secure and settled. They are well behaved and staff help them to learn effectively about sharing and being kind to each other.

Staff know each child well and plan a range of interesting activities. They skilfully extend the play, allowing children to use several chances to build on what they already know. For instance, during imaginative play they encourage children to describe and draw their 'space monster', count how many eyes and use new vocabulary. Children enjoy stories and singing, and staff encourage discussions with them throughout the day. However, on some occasions, staff rush children for an answer. Staff receive some useful and enjoyable training. Staff supervisions and development programmes are still being embedded to help staff become more reflective practitioners. Children are achieving well and making good progress. This includes children with special educational needs and/or disabilities. In conjunction with parents and other professionals, staff work closely to ensure they offer each child a full and relevant curriculum.

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

- Staff have high expectations for all children. They use their assessment of children to help create activities and routines that promote learning. This includes helping them to become independent. Toddlers and pre-school children find and put on their shoes and coats. They serve themselves during mealtimes. These skills help children to attend to their own needs confidently, and prepare them for their move to school.
- Children enjoy the company of the staff and are confident to express their needs and ideas. For instance, toddlers select a favourite book. They share it with staff, pointing to the pictures and telling them it is a 'mummy lion'. Staff capture their interest by encouraging them to roar in different tones. Children grin with delight as they roar loudly and in a whisper.
- Staff understand the importance of stories and singing to support children's speaking skills. Throughout the day children engage in an abundance of such activities. Older babies bob and clap during counting rhymes. Staff pause to allow children to complete the last word of the sentence when reading rhyming text. However, while staff ask many questions to help children share what they know and think, they do not always allow sufficient time for children to respond.

- Managers organise the staff effectively so that they have the skills and experience to implement the curriculum effectively. For instance, they have ensured all staff have completed training about young children and babies. The manager recognises the benefits of helping staff to strengthen their understanding of their roles, to build on their implementation of the intended curriculum, to improve the quality of education for all children.
- Managers do their best to reduce the amount of work staff are expected to do. They have introduced a 'well-being basket' which provides staff with small pick-me-ups. Regular dialogue is fostered and allows managers and staff to identify simple solutions, such as altering shift patterns to help with a better home and work-life balance.
- Children enjoy a wide range of physical activity. Toddlers balance along the stepping logs. Staff fix balloons on the back of tricycles so pre-school children can race each other on their 'rockets'. Babies are encouraged to walk and crawl. Staff show children how to stack wooden discs. Babies learn to grasp, lean forward and balance. They use their arm, shoulder and hand movements. Plenty of encouragement helps children sustain their interest and motivation to complete the tasks. Regular discussion about food and its impact on their muscles is shared during mealtimes to help children develop a good understanding of a healthy lifestyle.
- Children are well behaved and polite. Staff model manners extremely well and give regular praise to children when they show kindness and consideration to each other.

Safeguarding

The arrangements for safeguarding are effective.

Relevant training and a regular quiz help staff to maintain a clear understanding of their responsibilities with regards to child protection procedures. Recruitment procedures are robust and all staff have completed relevant vetting checks. Safety procedures are followed effectively and staff implement ongoing risk assessment to keep children safe as they play. Strict procedures for the use of electronic equipment are followed. The setting shares information with parents about steps to take to keep children safe when online.

What does the setting need to do to improve?

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

- strengthen staffs' questioning skills so that they allow children time to think and answer, to help fully extend children's speaking and thinking skills
- help staff to deepen their understanding of how they are supporting learning, to help them raise the quality of education to an exceptional level.

Setting details

Unique reference number	EY362859
Local authority	Salford
Inspection number	10065695
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 8
Total number of places	79
Number of children on roll	41
Name of registered person	The Manse Day Nursery Ltd
Registered person unique reference number	RP527370
Telephone number	0161 789 3470
Date of previous inspection	22 June 2016

Information about this early years setting

The Manse Nursery registered in 2007. It employs 11 members of childcare staff, 10 of whom hold appropriate early years qualifications at levels 2, 3 or 4. The nursery opens from Monday to Friday all year round, with the exception of bank holidays. Sessions are from 7.30am until 6pm. The nursery also provides an out-of-school provision. The before- and after-school club is open Monday to Friday from 7.30am until 9am and 3.15pm until 6pm during term time. The holiday club is open Monday to Friday from 7.30am until 6pm during the school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Frank Kelly

Inspection activities

- The inspector observed the learning environment, inside and outside, and the ways staff interact with the children. He evaluated the impact that they have on children's learning.
- Parents and carers took the time to share their views with the inspector.
- A joint observation of an activity was carried out with the manager. The inspector also spoke with staff and asked them to reflect on how they were supporting children's learning.
- The inspector viewed a sample of the nursery's documentation, including evidence of staff's suitability and training.
- Children told the inspector about their favourite activities and invited him to join them on their 'spaceship'.

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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