

Inspection of Little Faces Nursery @ Manchester Airport

Thorley Lane, Ringway, Wythenshawe, Manchester WA15 8UN

Inspection date: 19 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The management team and staff have created a warm and welcoming environment where children feel happy and safe. As children arrive, they receive a big smile from staff, which sets them up for the day. Children are eager to greet their friends and participate in an array of exciting activities. A particular favourite is the 'wake up and shake' song. Children dance with gusto and get their bodies moving, which also helps them to understand the importance of physical exercise. Staff are good role models. They take part in children's play and offer ideas to extend their learning. For example, staff caring for babies offer different types of reading materials, such as home-made narratives and books that crinkle. These captivate babies' interest and help them to develop a love of books from an early age. Children and toddlers are very well behaved. Babies benefit from consistent routines, which helps them to feel settled and assured.

Managers and staff share the same vision that they want children 'to thrive and blossom' at the nursery. Managers have recently identified some gaps in children's learning, so they have made changes to the curriculum. Although these changes provide children with greater opportunities, more work is needed to minimise the potential risk of any child falling behind.

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

- The staff work harmoniously as a team. They have excellent relationships with the managers and say they are supported in their roles. Staff are given time to complete their observations of children and comment that the amount of paperwork has significantly reduced. Staff enjoy coming to work and look forward to staff treats on a Friday.
- Children benefit from stimulating activities that build on what they know and can do. For example, two-year-old children develop their communication and language skills as they venture on a 'bear hunt'. They learn new words, such as 'squelching' as they pretend to wade through mud. Staff speak clearly and use good intonation, which keeps children motivated and engaged. Staff also use visual prompts, such as a 'bear hunt' display, which means children can revisit and recall these exciting new words.
- All staff want children to achieve well, regardless of their abilities. The special educational needs coordinator (SENCo) works closely with outside agencies and parents to ensure children get the best possible support. The SENCo takes responsibility for ensuring children's additional support plans are up to date and accurate.
- The nursery environment, both indoors and outside, provides a wealth of learning opportunities for children. Babies and toddlers discover nature as they look for horses and foxes in the adjoining field. All children relish outings to the

aviation park where they can watch the aeroplanes. They are also given opportunities to experiment, which enhances their creativity. To celebrate national science week, older children made their own volcanoes using bicarbonate of soda and vinegar which they poured into real test tubes. These purposeful activities give children hands-on experiences and opportunities to explore their own ideas.

- Staff help children to develop their physical skills well. Managers have introduced 'physical development champions' who have embraced their role. As a result, children have lots of opportunities to be active. Their physical well-being is further enhanced by the provision of healthy meals. Staff sit with children at mealtimes and model how to use cutlery. Children are also eager to try new foods, such as broccoli, which helps them to learn about healthy food choices.
- Most aspects of the curriculum are strong. However, less emphasis is placed on helping children to develop their early writing skills. This gap is particularly evident for pre-school children who are not yet forming clearly identifiable letters. Managers have also identified weaknesses in how activities are planned and implemented. They are beginning to address these weaknesses, for example by revising their planning and observation systems to focus more precisely on what children need to learn next. However, these newly introduced systems are not consistently embedded throughout the nursery.
- Children learn about other faiths and cultures through meaningful activities. For example, they enjoyed tasting Diwali sweets and pastries, made by a grandparent, to celebrate this festival of light. Parents and carers are fully included in all aspects of their child's day. Staff share ideas to extend learning at home. At other times, parents use their professional expertise to extend children's learning in the nursery. For example, a parent who is a firefighter visited the nursery and taught children how to make a 'safe' bonfire. Parents and carers are hugely complimentary about the staff team.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of child protection procedures. They are fully aware of the signs and symptoms of abuse. They also understand the procedures to follow if they have any concerns about a child or their family. Staff keep their knowledge up to date through relevant training. They also adhere to the nursery's safeguarding policies, including the social media policy. Children's confidentiality is maintained, and photographs are only posted on social media with parental consent. Children's safety is further assured because staff are vigilant when taking children on outings.

What does the setting need to do to improve?

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

- provide increased opportunities for pre-school children to develop their early writing skills
- ensure the curriculum intent and implementation are embedded securely and consistently across the nursery.

Setting details

Unique reference number	EY546260
Local authority	Manchester
Inspection number	10129995
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	60
Number of children on roll	79
Name of registered person	Little Faces Nursery Limited
Registered person unique reference number	RP535070
Telephone number	01614373577
Date of previous inspection	Not applicable

Information about this early years setting

Little Faces Nursery @ Manchester Airport registered in 2017. It is situated in Wythenshawe, Manchester. The nursery employs 18 members of childcare staff. Of these, one holds an appropriate early years qualification at level 5 and 11 hold a level 3 qualification. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tricia Graham

Inspection activities

- The manager and the inspector completed a 'learning walk' around the nursery.
- The inspector observed the quality of education and the impact this has on children's learning.
- Consideration was given to parents' and carers' comments.
- The inspector spoke to children and staff throughout the inspection.
- The inspector carried out a joint observation with the manager.
- 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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