

# Inspection of Back To The Garden Childcare Centre

162 Sinderland Road, Broadheath, Altrincham, Cheshire WA14 5JQ

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Inspection date: 30 September 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children play and learn in an inviting and well-designed space. They spread out across the outdoor area and find interesting things to see and do. Children work together to plant wildflower seeds. They use their fingers and thumbs to pick up the tiny seeds and sprinkle them onto the seed trays. They gently push the little seed balls down and under the soil. This promotes children's physical development well. Children learn that the seeds will grow into flowers next spring. They begin to understand about growth and the seasons. Staff skilfully incorporate non-fiction books into children's outdoor learning. Children study pictures of autumnal trees. They see that the trees around them are beginning to change colour and watch the autumn leaves falling to the ground.

Parents and carers are pleased with how managers and staff at the centre responded to COVID-19 (coronavirus) guidance. Staff collect children from parents at the main door and this helps to reduce the risk of infection. They read stories and led group times online for children who did not attend due to COVID-19 restrictions. Parents feel well informed about children's learning. The attentive staff create a settled and positive atmosphere. Children feel secure and behave well.

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

- Leaders and managers consider the learning opportunities that the toys and resources potentially provide. This helps staff to incorporate the seven areas of learning into their interactions with children. However, leaders and managers do not identify discrepancies between intention and practice meticulously enough. For example, they intend that pre-school children help to lay the table for lunch. In practice this does not happen with consistency. This means that children do not benefit consistently enough from the ambitious vision and planning that underpins the provision.
- Pre-school children really enjoy their visits to the tool shed. Staff teach them to use tools, such as hammers, safely. They encourage children to have their own ideas about what they want to make. The learning is well sequenced. By the time children are ready to start school, they are able to conceive and execute their own construction projects.
- Children of all ages sing nursery rhymes. This helps them to develop intonation and rhythm in their speech. Toddlers have fun choosing which rhyme to sing next. They pick a wooden spoon from the pot and look at the picture on the bowl. The toddlers begin to accurately match the pictures to the rhymes. This helps to promote early reading really effectively.

- Staff make good use of the outdoors. They take children on expeditions to nearby woodland. Children learn new words about autumn. This helps them to talk about what they see in the woods. They know that the seasonal berries could make them poorly but provide important food for the birds. This helps children to understand and value the natural world around them.
- Staff find out about children's routines and personalities before children begin to attend the centre. Babies' key persons work in close partnership with parents. For example, they agree how everyone will support children's weaning and self-feeding. This helps to make children's experiences at home and at the centre consistent. The continuity promotes children's good progress and well-being.
- Managers work in partnership with other professionals. They take account of advice from specialist professionals when they set learning goals for children with special educational needs and/or disabilities. Managers make effective use of additional funding. For example, they purchase new sensory resources for children in receipt of early years pupil premium. This helps staff to further enhance children's learning.
- Staff are kind and friendly role models. Children copy them and behave in a caring way towards other people. They sing hello to each other at group time. This helps children to remember everyone's name.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers train staff to understand and follow the centre's safeguarding policy. Staff know what to do if they think a child may be at risk of harm. They know the centre's whistle-blowing policy and demonstrate a readiness to act decisively to protect children from abuse. Managers take steps to minimise the impact on staff of the disruption caused by COVID-19. This helps to safeguard staff's mental health and well-being. The catering team manage children's diets well. They make sure that the menu is well balanced and that children's individual dietary requirements are met. This helps to promote children's health and safety.

## **What does the setting need to do to improve?**

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

- scrutinise practice more meticulously, in order to support staff to implement the intended curriculum really consistently.

## Setting details

<b>Unique reference number</b>	EY561088
<b>Local authority</b>	Trafford
<b>Inspection number</b>	10190786
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	120
<b>Number of children on roll</b>	125
<b>Name of registered person</b>	Back To The Garden Childcare Limited
<b>Registered person unique reference number</b>	RP561087
<b>Telephone number</b>	01615377999
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Back To The Garden Childcare Centre registered in 2018. The centre employs 33 members of childcare staff. Of these, one holds a qualification at level 7 and qualified teacher status. Two members of staff hold qualifications at level 6, three at level 4, 16 at level 3 and three at level 2. The centre opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The centre provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Susan King

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider
- Two members of the leadership team and the inspector completed a learning walk of the centre. They conducted planned and spontaneous joint observations of practice.
- The inspector spoke with staff and children during the inspection.
- Four parents spoke with the inspector. The inspector viewed written feedback and discussed the outcomes of a recent online questionnaire. She took account of parents' views.
- Examples of relevant documentation were sampled and reviewed by the inspector. She checked evidence of the suitability of staff working in the nursery.

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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