

Inspection of Storytimes Private Day Nursery And Pre-School

68 Leigh Road, Atherton, Manchester, Wigan M46 0PA

Inspection date: 4 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
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

Staff enthusiastically welcome children and parents when they arrive at nursery. Children quickly find their peg to hang their coats and go in search of their friends. Children eagerly explore the activities set up for them based on their interests. Babies settle easily with familiar staff, who know their individual needs and abilities. Staff are extremely attentive to individual children's needs. For example, they have their favourite stories ready when they arrive. Staff care for children very much and know their individual needs well. This helps all children to settle quickly and feel safe and secure.

Older children are keen to tell their friends and staff what they are looking forward to doing at nursery today. Children are extremely involved and motivated to learn. This is because staff plan challenging and exciting activities, which interest children and build on what children already know and can do. Children make good progress and are ready for the next stage in their learning. During the COVID-19 pandemic, staff have kept contact with families to help parents continue their child's learning at home.

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

- Staff skilfully teach children through play and help them to lead their own learning. Staff ask questions and encourage children to remember their own experiences. For example, while role playing in the coffee shop, children use various ingredients to make drinks. Children extend their own learning and use the ingredients to make chocolate cake. Staff use mathematical language and introduce new concepts to embed their learning. For example, children mix, pour and count their scoops into teacups. Children show delight in their creations and staff celebrate their achievements. However, staff do not always ensure that all children who speak English as an additional language are enabled to talk and listen to both languages. This does not help to further support their language development.
- Staff encourage children to enjoy books, stories and rhymes. Younger children become involved and motivated to join in group activities, where they guess what is in the box. They wait eagerly to find out what is next. Staff encourage them to name the object with lots of praise for their efforts. Older children learn new words, for example 'swirling and whirling', as they mix potions with wooden spoons. They use their magic wands and shout 'abracadabra!' Staff skilfully ask questions about what might happen next and encourage children to use their imagination.
- All staff have exceptionally high standards for all children's behaviour. Staff deal with disagreements swiftly, effectively and in an age-appropriate way. Children challenge themselves and show perseverance as they try again to fill up

containers carefully. Children show a positive attitude to learning and play together exceptionally well, taking turns and sharing. Children listen to each other's ideas and tell staff what else they want to do day to day, and through the pre-school councils.

- Children are extremely confident and independent. There are lots of opportunities for all children to develop their self-care skills. Younger children are encouraged to pour their own drinks and use cutlery. Babies are supervised closely and encouraged to feed themselves. Older children learn to identify risks outdoors and on outings. They know if they run, they may trip and fall. Children tell staff that they need to make sure the gate is locked when they play outdoors.
- Managers ensure that all staff share the same vision for children to be confident, happy and progress to the next stage of their education. This includes those children with special educational needs and/or disabilities. Managers ensure that staff workload is manageable, and well-being is good. As a result of this, the staff team is highly motivated and involved in the care and education of children. However, managers do not always identify areas of improvement in the curriculum that will enhance further support for children's learning.
- Parents are extremely complimentary about the service they receive from all staff. They report that the nursery has the personal touch they really appreciate. Parents say communication is excellent and they know who their key person is because their child talks about them at home. Parents know their child's next steps and what they are working on at nursery. Parents feel confident to support their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

All staff have an excellent understanding of safeguarding procedures within the nursery and with the local authority. Staff have completed safeguarding training and update this regularly in supervision meetings and staff meetings. Staff know what would make them concerned about a child or family and a colleague. In addition to this, staff are aware of issues, such as radicalisation and domestic abuse concerns. The nursery is safe, clean and secure. Health and safety is enhanced by regular risk assessments that involve staff and children.

What does the setting need to do to improve?

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

- ensure managers identify areas of improvement in the curriculum to enhance support for children's learning
- support staff to help children who speak English as an additional language to communicate and listen in both languages to further develop children's speech

and language skills.

Setting details

Unique reference number	EY556253
Local authority	Wigan
Inspection number	10175099
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	84
Number of children on roll	112
Name of registered person	Just Childcare Limited
Registered person unique reference number	RP900954
Telephone number	01942 889 720
Date of previous inspection	Not applicable

Information about this early years setting

Storytimes Private Day Nursery And Pre-School in Atherton, registered in 2018. The nursery employs 21 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jasmin Sanders

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and manager completed a learning walk of the nursery and discussed the intent and implementation of the curriculum.
- The inspector spoke to parents about their experiences of care, education and involvement at the nursery.
- The manager and inspector completed joint observations and evaluated practice to assess the quality of teaching and learning.
- Discussions were held with managers and staff by the inspector to assess the effectiveness of safeguarding processes, self-evaluation, staff supervision and training.
- Assessments of children's progress from their starting points were discussed with staff to evaluate the impact of the curriculum on outcomes for 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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