

Inspection of Welcome Nurseries @ Little Hulton

273-277 Manchester Road East, Little Hulton, Manchester M38 9AW

Inspection date: 11 November 2021

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 demonstrate that they feel happy, safe and secure. They smile broadly when they arrive, and eagerly seek out their friends. A successful key-person system and flexible settling-in arrangements help children to quickly become used to nursery life. Children are confident and have a positive attitude to learning. They behave well and are able to follow instructions. For example, when staff tell children to 'stop, put your hands on top', children immediately stand still and put their hands on their heads. They understand that this indicates that it is time to tidy up and quickly begin putting toys and equipment away. As a result, children understand routine and are learning what is expected of them.

Staff recognise the impact that the COVID-19 pandemic has had on children. Consequently, staff have focused their recent teaching on supporting children's personal, social and emotional development. In particular, staff have supported young children to learn to share and to take turns. They have developed children's confidence around others through games and activities in small groups. This has resulted in children being self-assured. Children confidently chat with the inspector, asking what their name is and why they are visiting the nursery.

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

- Staff have created an exciting learning environment for children to explore. Resources are easily accessible to children, which helps to promote their independence. Staff ensure that there is a good balance between adult-led and child-initiated experiences. However, occasionally, the organisation of some group activities results in children's learning being interrupted. This means that children do not always gain the most from these learning opportunities.
- Staff have high expectations of what children can achieve. They provide children with experiences that cover all areas of learning. For example, babies enjoy developing their physical and early literacy skills as they make marks on paper. Toddlers follow instructions well and develop their hand-to-eye coordination as they decorate a biscuit. Older children develop their creative skills and imagination as they make pictures with collage materials. Although staff have an understanding of what they want children to learn, some activities are not always suitable for children's stages of development and their levels of understanding. For example, activities for toddlers regarding Remembrance Day are beyond children's comprehension.
- Staff successfully promote children's communication and language skills. For example, they model language and use repetition to reinforce children's understanding. As children play, staff commentate, which helps to give meaning to what children are doing. Staff working with babies copy their babbling and model turn taking in conversations. Staff supporting older children ask questions

that encourage children to express their thoughts and ideas. Furthermore, staff use additional strategies to quickly identify children that may need additional support with their speech and language. As a result, children are making good progress and are developing the skills needed for their future learning.

- Provision for children with special educational needs and/or disabilities is good. Knowledgeable staff have a detailed understanding of children's individual needs. Strong partnership working with other professionals, ensures that any gaps in children's learning are swiftly identified and addressed. Furthermore, staff effectively use signs, labels, pictures and key words to support those children who speak English as an additional language.
- Children's health and well-being are carefully considered. Children enjoy daily opportunities to engage in energetic outdoor play. They play games and participate in special football and sport sessions. These opportunities help children to develop their gross motor skills. Furthermore, children are provided with healthy and nutritious meals and snacks. They learn to develop their self-care skills as they independently serve themselves and pour their own drinks.
- Managers and leaders support staff well. Staff are encouraged to reflect on their practice and engage in frequent training opportunities. New staff benefit from a detailed induction process, which helps to develop a strong understanding of their role and what is expected of them.
- Partnerships with parents are strong. Staff successfully use daily discussions, a dedicated application and newsletters to ensure parents are kept well informed and can contribute to their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff fully understand their responsibilities in protecting children from harm. They confidently describe the possible signs and symptoms that may indicate a child is at risk of harm. Frequent training opportunities help to ensure that staff maintain their knowledge and understanding of what to do if they are worried about a child's welfare. Furthermore, the subject of safeguarding is discussed at staff meetings and during supervision sessions. Staff complete risk assessments to help to ensure that children are able to play in a safe and secure environment. They deploy themselves effectively and supervise children well, which further ensures children's safety.

What does the setting need to do to improve?

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

- review the organisation of group activities so that children's learning and their engagement is not unnecessarily interrupted
- support staff to consistently provide activities that are well matched to children's

ages and stages of development, in order that children can make the best possible progress.

Setting details

Unique reference number	2639844
Local authority	Salford
Inspection number	10210458
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 at time of inspection	0 to 4
Total number of places	160
Number of children on roll	38
Name of registered person	Welcome Nurseries Ltd
Registered person unique reference number	2576357
Telephone number	01617903366
Date of previous inspection	Not applicable

Information about this early years setting

Welcome Nurseries @ Little Hulton registered in 2021. The nursery employs seven staff. Of these, five hold appropriate qualifications at level 3 and above. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Cox

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 spoke with parents, staff and children at appropriate times throughout the inspection.
- A learning walk was completed with the deputy manager to discuss the curriculum intent and how the provision is organised.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a meeting with the manager and area manager. She reviewed a variety of documents, including evidence of the suitability of staff, qualifications, first-aid certificates and policies.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.

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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