

Inspection of Early Inspirations

Cayton Centre, Cayton Street, Manchester, Lancs M12 4GJ

Inspection date: 15 December 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children get off to a flying start and thoroughly enjoy coming to the nursery. They have many opportunities to acquire new skills and develop in confidence. As one parent explained, 'my child has progressed and developed into a little character'.

Staff are ambitious for all children at the nursery. They want them to be happy and ready for their next stage in learning. This is evident in practice. As a result of the COVID-19 pandemic, children have benefited from many opportunities to develop their personal development. They giggle and smile with happiness. Children also express their feelings by talking and by using the 'feelings board'. Children who are non-verbal, smile as they make harmonious sounds to their favourite nursery rhymes, such as 'Twinkle Twinkle Little Star'. All children are listened to and their views are respected.

Children are eager to learn and have many opportunities to practise their emerging skills. For example, older babies are 'active travellers'. They climb steps and some have mastered how to balance and walk on low-level walls, in the outdoor play area. Babies' safety and well-being are fully assured because staff are there to offer a helping hand. This reassurance gives them the confidence, resilience and can-do attitude that they need, to help them succeed.

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

- Leaders and managers recognise the benefits of giving children the best start. As such, they invest greatly in staff training and supporting staff to get higher qualifications. This approach has huge benefits for children. For example, the manager is highly qualified and experienced. She works closely with staff and supports them in all aspects of their continuous professional development. Staff have undertaken training in supporting the development of mathematics. As result, this area of learning is prioritised throughout the nursery. This helps children to develop a strong grounding in all aspects of early mathematics.
- Early years pupil premium funding is used well to support disadvantaged children. For example, children who do not have access to a garden at home, have an abundance of opportunities to develop their skills in the well-resourced outdoor play areas. They use a hill climber rope to help them to ascend the steep slope in the garden. A sensory wall has been purchased to help children who need a little support with their head control. These innovative learning experiences help to nurture children's independence, problem-solving and physical skills.
- Staff make the most of outdoor learning opportunities, to help further extend children's learning. For example, children have immense fun as they swing in the hammock, singing songs with staff. This helps to support their communication

and language skills. Children also talk about direction as the trains whizz by, which demonstrates their early mathematical thinking. For example, they use terms such as 'the train went that way'. The outdoor curriculum provides high-quality learning experiences for children. However, staff in the toddler room do not design the indoor curriculum as effectively. This occurs during busy times, such as circle time, when some toddlers are not supported to maintain their listening and attention skills. As a result, they become a little disengaged.

- Children who speak English as an additional language are fully included. Staff use objects of reference, such as nappies, to aid communication. They treat children with respect as they stoop at their level and ask, 'can I change your nappy?' This gives children choices. All children have many opportunities to develop their speaking skills. However, staff occasionally say words incorrectly. This means that children do not consistently hear correct pronunciation, which does not help to support their developing vocabulary.
- Children are introduced to books from an early age. For example, babies thoroughly enjoy making animal noises as they look at books about farm animals. All children, regardless of their needs, have access to books. For example, children with special educational needs and/or disabilities (SEND) have books that they can explore with their mouths. This provides sensory stimulation and also enables them to touch and feel books. As a result, they can also experience the joy of books. The needs of children with SEND are met very well. The special educational needs coordinator (SENCo) and staff plan meaningful activities and use all available resources to help meet children's learning needs.
- Children acquire many skills, such as independence and proficiency in their self-care, which helps to prepare them when they move to school. However, staff have not made links with schools, to seek ideas on how they can further support children's learning in preparation for school. As a result, children's transitions are not as seamless as they could be.

Safeguarding

The arrangements for safeguarding are effective.

Staff work closely with other professionals and agencies, to help support children and their families. All staff are trained in child protection. They understand the different types of abuse that children may suffer, such as fabricated illnesses. Staff are fully aware of the action they need to take if they have any concerns about a child's safety and welfare.

Children's safety in the nursery is a priority. Staff implement effective risk assessments and they are deployed appropriately. The premises are secure which prevents any unauthorised person entering the nursery. All required checks are completed when staff are appointed. Consequently, children's safety and well-being are fully assured.

What does the setting need to do to improve?

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

- encourage staff to pronounce words correctly, to enhance further children's speaking skills
- maximise toddlers' engagement in activities, by providing a consistently well-planned learning environment
- make links with teachers at schools, to help better support children's transitions.

Setting details

Unique reference number	EY433782
Local authority	Manchester
Inspection number	10213541
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	1 to 8
Total number of places	43
Number of children on roll	66
Name of registered person	Early Inspirations Limited
Registered person unique reference number	RP535340
Telephone number	0161 225 2529
Date of previous inspection	3 May 2017

Information about this early years setting

Early Inspirations registered in 2011. The nursery employs 15 members of childcare staff. Of these, two hold an appropriate early years qualification at level 6, five hold level 3 and four hold level 2. The owner holds early years professional status and qualified teacher status. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tricia Graham

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 observed the quality of education and the impact this has on children's learning.
- Discussions were held with the leadership and management team.
- The inspector took account of parents' views of the nursery.
- A meeting was held with the SENCo.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector viewed a sample of documentation, including staff suitability checks.

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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