

Inspection of Carr Manor Nursery

St Patricks Place, Walton-Le-Dale, Preston, Lancashire PR5 4HN

Inspection date: 24 February 2022

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 are happy when they arrive at the nursery. They have adapted well to the changes made due to the COVID-19 pandemic. Children understand that their parents no longer come into the nursery. They are confident to separate from their parents and are greeted by warm and friendly staff. Staff get to know children well and are sensitive to their individual needs. For example, babies enjoy cuddles and smile as they recognise familiar adults. Staff babble and talk with babies to support their emerging language skills. Babies confidently explore natural resources and sensory lights. Children show that they feel happy, safe and secure. They actively seek out adults for support, for example, when they need help to put on their shoes or wipe their noses.

Children behave well and staff teach them about the importance of being respectful to others, to share and take their turn. Staff help them to develop the social skills they need to play together. Children receive praise for their efforts and achievements. This develops their self-esteem. The outdoor space provides many opportunities for children to develop their physical skills. For instance, staff support children to carefully walk across a wooden plank. This helps children to develop good balance and coordination skills. Children enjoy activities where they learn about teeth and the importance of good oral hygiene. They use role-play toothbrushes and sets of teeth to learn how to brush teeth effectively. This supports their early physical development.

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

- The manager and deputy are dedicated leaders. They involve staff, parents and children in their ongoing reflection and when planning future improvements to the nursery. Leaders set targets to help improve staff practice. However, these are not always specific to staff's individual needs. Consequently, there are some inconsistencies in the quality of education. For example, not all staff implement the curriculum intent specifically enough. This means, occasionally, some activities do not build on what children already know and can do.
- Staff undertake regular assessments of children's abilities. They identify next steps in children's learning and use these to plan activities. The special educational needs coordinator (SENCo) has a good knowledge of any children who may be at risk of falling behind. She ensures that the curriculum is adapted to meet children's individual needs while waiting for referrals. Staff work closely with parents and other professionals. This helps all children to make good progress in their learning.
- Babies sit quietly and are fascinated as they look at books and turn the pages. They listen intently as staff tell familiar stories and point with glee as they recognise their favourite characters. Pre-school children predict what will happen

next in their favourite, familiar stories and assume the role of characters with confidence. This promotes children's listening and literacy skills well.

- Staff provide a range of opportunities for physically active play inside and outdoors. For example, older children run, jump and climb in their individual gardens. Babies push cars around tracks and climb a small wooden slide. Children enjoy healthy, nutritious snacks and meals. They are developing an understanding of keeping healthy and developing their large- and small-muscle skills.
- Most staff in the toddler room have a clear understanding of why activities have been planned and how these build on what children know and can do. However, others are less sure. This means that although all children enjoy the activities provided, some staff are less able to support children to make the most progress.
- Parents are very happy with the care provided to their children and say that their children enjoy attending. Staff gain information from parents about children's care and learning needs when they start at the setting. This helps staff to develop strong bonds with children, which have a positive impact on their well-being and emotional development. Parents comment that staff share information about their children's progress. Staff help them to understand what they can do next to help their child's development at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their roles and responsibilities to safeguard children. They regularly renew their child protection training to ensure that they have a clear understanding of the signs and symptoms which may indicate that a child is at risk of harm or abuse. Staff know where to find contact details for the local safeguarding children partnership and who to contact in the event of an allegation against a colleague or the manager. All staff are first aid trained and have a good understanding of how they would manage accidents and emergencies. Robust recruitment and vetting procedures are in place to ensure that all staff are suitable to work with children. Staff are reminded of the importance of keeping information confidential and have secure places to store documents.

What does the setting need to do to improve?

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

- strengthen all staff's understanding of the learning intention for planned activities
- build on the arrangements for professional development to provide staff working with toddlers more regular support, so that they can improve their teaching practice even further.

Setting details

Unique reference number	EY369599
Local authority	Lancashire
Inspection number	10219919
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	100
Number of children on roll	68
Name of registered person	Carr Manor Nursery (Walton-Le-Dale) Limited
Registered person unique reference number	RP906047
Telephone number	01772 888066
Date of previous inspection	28 July 2017

Information about this early years setting

Carr Manor Nursery registered in 2008 and re-registered in 2020. The nursery employs 21 members of childcare staff. Of these, three hold appropriate early years qualifications at level 2, 10 at level 3, two at level 6, one with qualified teacher status. The nursery opens Monday to Friday from 7.30am until 6pm, 51 weeks a year. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Suzy Marsh

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

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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