

# Inspection of Middleton Nursery School

Middleton Nursery School, 236-240 Oldham Road, Middleton, MANCHESTER M24 2DP

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Inspection date: 17 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 excited to arrive and smile happily as they are greeted by staff who are clearly pleased to see them. Children's curiosity is nurtured. They are able to explore the things that interest them. For example, children use digital cameras to capture pictures of the new things they have spotted in the garden. They work together and take turns operating this piece of equipment. Their efforts are valued by staff who print off their photos to share and discuss with other children.

Children develop good levels of independence. They know what to do when they arrive and where to put their belongings. Parents do not currently go into the rooms with their children due to COVID-19 restrictions. Despite this, they are well aware of how their children are progressing because staff make time to talk with them and keep them up to date. Children understand the high expectations of behaviour. They use 'kind hands' and know the nursery's 'five golden rules'.

Children are listened to and encouraged to develop their ideas. This helps them to feel valued. Children are kept safe by staff who know them well. Children understand how to care for living things. For example, they enjoy caring for the nursery pet tortoise, Stanley. This helps children to learn how to be gentle and considerate. When using broccoli in another activity, children were keen to keep the leaves for Stanley because 'he loves them so much'.

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

- Children access a curriculum that is designed to focus on their individual learning needs and build on what they know and can do. They learn to identify shapes and letters through planned activities and routines. Children also enjoy familiar stories and rhymes, and they choose books to share with their friends. This helps to promote their early literacy.
- Staff skilfully develop children's communication and language skills. For example, they position themselves at children's eye level when they are talking with them. Children who speak English as an additional language are given the time and support needed to make their needs known. As a result, they are becoming confident communicators who are keen to express their views.
- Indoors, the children access a wide range of resources and experiences that stimulate their interests. However, learning opportunities in the outdoor area are more limited. Resources in this area support physical development but other areas of learning are less well resourced. For example, the mud kitchen lacks challenge and the sand pit is very small. This limits opportunities for children to practise skills and problem-solve in these areas.
- Leaders share their vision for quality. They ensure that staff know the children well and consider how each child's learning can be progressed. Staff have

excellent knowledge of how children learn and work together to share good practice. Interactions between adults and children are respectful and supportive. This has a positive impact on children's care, learning and development.

- Parents feel well informed and extremely happy with their children's learning and progress. They describe the nursery as 'a second family'. Parents also have opportunities to share their children's achievements at home. For example, the 'Proud Cloud' display shows pictures and comments of children's achievements at home, demonstrating how much these are valued.
- Children are well prepared for the next stage in their learning. Staff consider what is needed for each child to help them make smooth transitions within the nursery and on to school. They have developed a 'road to pre-school' resource to support this process.
- Children learn about the way in which different communities celebrate special days. However, they have little opportunity find out more about their own community. This does not help children to gain a full awareness of the similarities and differences between themselves and others.
- Children who receive additional funding, particularly those with special educational needs and/or disabilities, are expertly supported to reach their full potential. Additional funding is used effectively and additional support is tailored to each child's needs.
- Children are supported to talk about how they are feeling. The calm environment makes it easy for children to explore their emotions with staff. Children are confident to seek out adults for support and have strong bonds with staff. Children beam with delight to see their key person as they arrive.
- Leaders and managers are passionate about their nursery and strive for excellence. They have a clear vision for improvement and effectively support staff well-being as well as developing their knowledge and practice. Both staff and parents benefit from the nursery's designated well-being officer, who makes herself available to chat with them during difficult times.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are clear about the ways in which they must keep children safe. They know what action to take if they have a cause for concern about a child's safety. Effective training ensures that staff develop a breadth of safeguarding knowledge. Staff and leaders know what to do if an allegation is made about a colleague. Children's safety is fully assured. There are robust systems and processes in place to ensure safe recruitment. These include candidates spending time in the nursery as part of the recruitment process. Hygiene standards are maintained as all necessary daily checks are carried out and records are maintained.

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

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

- build upon the range of learning opportunities offered outdoors to enable children to make connections to their learning indoors
- make better use of the local environment to deepen children's knowledge of the world around them.

## Setting details

<b>Unique reference number</b>	EY482324
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	10219884
<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>	1 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	70
<b>Name of registered person</b>	Middleton Nursery School Limited
<b>Registered person unique reference number</b>	RP907645
<b>Telephone number</b>	0161 643 0078
<b>Date of previous inspection</b>	30 August 2016

## Information about this early years setting

Middleton Nursery School registered in 2014. The nursery employs 14 members of childcare staff. Of these, one holds an appropriate early years qualifications at level 5, 11 hold level 3 and one holds level 2. The nursery opens from Monday to Friday, all year round, except for bank holidays. 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

Dawn France

## 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 deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of activities with the manager and deputy manager.
- The manager and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.

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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