

Inspection of WMB Born2reign Day Nursery

Claremont Sure Start, Claremont Road, Manchester, Lancashire M14 7NA

Inspection date: 12 April 2022

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 are dropped off and picked up from friendly staff at the nursery door. This is a measure that leaders put in place in response to the COVID-19 pandemic to help to promote children's good health. Children happily enter the nursery and are excited to see staff and their friends. Younger children go to staff for reassuring cuddles when they are unsettled or tired. This shows that children feel secure and safe with staff.

Staff have high expectations for children's behaviour. Therefore, children behave well. They share and take turns with their friends. Children follow the nursery rules, such as being kind and walking inside. Children excitedly join the different activities that staff plan for them. For example, babies enjoy exploring in the water. They have fun splashing the water and playing with sponges and rubber ducks. Older children enjoy decorating a large box with different resources, such as sticks and feathers. Children explore whether the sticks or feathers are heavier by experimenting with how much glue each takes to stick to the box. This supports children to develop their mathematical skills. Children are making good progress across the seven areas of learning.

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

- Leaders and staff have a clear idea of what they want children to learn next. They plan activities that help children build on what they already know and can do. For example, children listen to 'The Hungry Caterpillar' book before matching pictures of the fruits that feature in the story with real fruit. However, at times, some activities can be a little rigid in focus. Staff often encourage children to follow their lead. Therefore, children who want to take their learning in a different direction are not always given the same support to test out their own ideas.
- Children enjoy independently looking at books. They also delight in listening to staff read familiar stories to them. Staff speak in expressive voices. This encourages children to join in with the key parts of the story. Children move their bodies in different ways as staff read 'We're Going on a Bear Hunt' to them. However, during children's play, staff ask them lots of questions. Children are not always given enough time to think and answer. Furthermore, staff do not always effectively engage children in meaningful conversations. Therefore, children's communication and language skills are not always supported to the highest level.
- Staff support confident children and those with special education needs and/or disabilities (SEND) well. Leaders have good relationships with other professionals. They access early help for children with SEND. Leaders put in place tailored plans for children with SEND. Therefore, these children are

receiving the support they need and are ready for their next stage in learning. However, staff do not always provide quieter, less confident children with the same level of attention. Therefore, during activities these children are not always given the same chance to participate and express their ideas.

- Leaders support staff well. They carry out regular supervision meetings with staff. Staff keep their mandatory training, such as paediatric first aid up to date. This helps to keep children safe.
- Staff support children to learn some of the ways they can live a healthy lifestyle. Children enjoy nutritious home-cooked meals. They get lots of chances to play outside where they can get exercise and fresh air. Staff support children to learn how to keep their teeth healthy through regular brushing.
- Children learn about what makes them unique. They are encouraged to share and celebrate their own culture. Staff support children to learn about other faiths, religions and ways of life that are different to their own. Therefore, children are beginning to understand the world around them.
- Parents share their views of the nursery. They comment that they are happy with the care and education that staff provide for their children. Parents talk about how staff guide them on how they can continue to support children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good knowledge and understanding of safeguarding. They have recently attended safeguarding training to refresh their knowledge and understanding of child protection. Staff know the possible signs and symptoms of abuse and how to correctly report concerns about the welfare of children. They understand the nursery whistle-blowing policy. Leaders and staff know how to accurately report any concerns or allegations made against other members of staff. There is a complaints policy in place that informs parents of the procedure to follow, including how they can refer concerns to Ofsted.

What does the setting need to do to improve?

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

- enhance planning to give children more opportunity to lead their own learning, test out ideas and express themselves more freely
- develop children's communication and language further by giving them more time to think, answer questions and participate in meaningful interactions with staff
- provide children who are quieter and less confident with the same levels of attention and support as others, to encourage them to participate in activities.

Setting details

Unique reference number	2518232
Local authority	Manchester
Inspection number	10217905
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 5
Total number of places	80
Number of children on roll	87
Name of registered person	Wise Masterbuilders Childcare Limited
Registered person unique reference number	RP902788
Telephone number	0161 470 0444
Date of previous inspection	Not applicable

Information about this early years setting

WMB Born2reign Day Nursery registered in 2019. They are based in the Moss Side area of Manchester. The nursery opens Monday to Friday, all year round excluding bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery employs 11 members of staff. Of these, two hold early years qualifications at level 6, six at level 3 and one at level 2. There are two members of staff working towards appropriate qualifications in early years.

Information about this inspection

Inspector

Suzanne Fenwick

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to children, staff and parents at appropriate times during the inspection and took account of their views.
- 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 manager and inspector carried out a joint observation of the interactions between staff and children.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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