

Inspection of Longsight Nursery

Longsight Childrens Centre, 1a Farrer Road, Manchester, Lancashire M13 0QX

Inspection date: 13 June 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 arrive happy and settle quickly in the safe and secure nursery. They have high levels of confidence and are eager to explore the extensive learning environment. Children's physical development is promoted well within the outdoor area. Staff recognise the importance of developing children's gross-motor skills. As such, they provide wheeled toys, directional paths and hills for children to run, climb and explore. Children are curious learners. For example, during a mini-beast investigation, they explore different bugs and insects, looking under stones and logs. They remain engaged for long periods, which demonstrates their eagerness to learn. Children's independence is of high priority at the nursery. For example, babies are encouraged to chop their own fruit and pour their own drinks.

Strong links with the community primary school are evident. Transitions to school are part of the nursery routine. For example, pre-school children have lunch with the 'big children' in the school hall. They demonstrate high levels of independence as they choose their own lunch and carry their trays of food with care. Staff value the importance of offering children different experiences to help widen their learning opportunities. As a result, children embrace trips in the community, such as outings to the local park, train station and pet shop.

Management has recognised the gap in children's communication and language due to the impact of the COVID-19 pandemic. As a result, babies are actively encouraged to learn and say single words. Toddlers extend their language further as they join in with stories, and pre-school children talk about what they are learning. Staff further support children's language acquisition by introducing new words such as 'amazing' and 'incredible'.

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

- Leaders and managers have a clear vision for the nursery and the community. The manager has an ambitious curriculum and high expectations for all children. She is committed to giving children the best start in their early education.
- Children, including those with special educational needs and/or disabilities, progress well from their starting points. They benefit from lots of support to help them succeed, regardless of their needs.
- Parents and carers are made aware of their children's progress and development through various modes of communication. This includes an online platform and an open-door policy, if needed. As a result, parents are fully involved in their children's learning.
- The curriculum is delivered through topic-based themes and 'here and now' planning. However, the intent of what children need to learn is not always filtered down to all staff. This means that staff do not fully consider the learning

intent when planning activities to support children's next steps.

- Children behave well and show respect for the resources, environment and each other. They have strong bonds with staff and seek out comfort and reassurance when needed. All children are extremely happy and settled, which promotes their personal development.
- Children have lots of opportunities to extend and practise their developing skills. For example, they engage in mark making using shaving foam and have access to a variety of writing implements. This promotes their early literacy skills. Children also develop their creativity as they make colourful caterpillars after reading a favourite story about a hungry caterpillar.
- Leaders and managers are accurate in their self-evaluation. They have identified that the outdoor curriculum needs to be developed further to provide greater opportunities for children's learning.
- Children are offered a healthy variety of food and drinks throughout the day. Staff encourage children to try new foods and make healthy choices. Children, including toddlers, practise hygiene routines such as handwashing and wiping their own noses. This helps to support their independence and self-care skills.
- Staff caring for children support their care and learning needs well. They know the children extremely well and work closely with parents, which provides continuity for children as learning is extended to home.
- The staff feel supported, happy and enjoy the role they have within the nursery. Leaders and managers ensure staff well-being is sustained. They also offer staff incentives as a recognition of the hard work they do. This has a positive impact on children's care, learning and progress.

Safeguarding

The arrangements for safeguarding are effective.

The leadership team has a robust system in place to ensure that all staff have up-to-date and relevant safeguarding training. Staff have a good understanding of their roles and responsibilities to safeguard children. They know who to contact in different situations. Staff recognise if children are exposed to online dangers and how to manage risks during their play. They address this with parents, for example by offering advice regarding e-safety. Staff also carry out daily risk assessments and checks, ensuring the environment is safe and secure for children.

What does the setting need to do to improve?

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

- embed the curriculum intent across the nursery so that all staff share the same vision
- plan and provide activities that further support children's next steps in learning.

Setting details

Unique reference number	2544230
Local authority	Manchester
Inspection number	10208682
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 4
Total number of places	68
Number of children on roll	108
Name of registered person	The Big Life Company Limited
Registered person unique reference number	RP533112
Telephone number	0161 848 2420
Date of previous inspection	Not applicable

Information about this early years setting

Longsight Nursery registered in 2019. It is based on the same site as the local community primary school and a Sure Start Children's Centre in Manchester. The nursery operates Monday to Friday, from 7.30am until 6pm, for 51 weeks of the year. There are 17 members of childcare staff. Of these, one holds a childcare qualification at level 6, one holds level 5, 14 hold level 3 and one holds level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Susie Mortin

Inspection activities

- This was the first routine inspection 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 manager and the inspector completed a learning walk together of the provision and discussed the curriculum intent and intended impact.
- The manager and the inspector carried out a joint observation of a group activity and discussed the quality of teaching.
- The inspector observed lunchtime and joined the preschool children in the hall making their lunch time menu choices.
- The inspector spoke to staff throughout the inspection to grasp an understanding of their safeguarding knowledge and to ask about how they plan for children's next steps and support the current intent.
- Parents shared their views of the setting with the inspector.
- The inspector viewed target support plans and two-year progress checks for the children whose experiences were tracked.
- 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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