

Inspection of Carisbrook Day Nursery

Carisbrook Childrens Centre, Carisbrook, Manchester M9 5UX

Inspection date: 28 June 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children's learning experiences and the quality of teaching vary throughout the nursery. Children are not consistently challenged as staff do not always recognise opportunities to extend children's learning further. For example, children attempt to investigate a tray of soil while talking with staff about looking for bugs. They are provided with a limited number of spades and no items to find. As a result, children sometimes disengage, and do not always build on what they already know and can do. Additionally, children's independence skills are sometimes hindered. For example, boxes of toys do not match their labels. This means that they cannot always gather their own resources to develop their independent play. Although staff know individual children well, they do not always provide a consistent approach when planning children's next steps in learning. Furthermore, the manager's expectations are not consistently shared with staff in order to ensure progress is made with all children.

Although some practice requires improvement, there are some aspects that are stronger. Children build sensitive relationships with staff from the start. This helps them feel safe and happy when they attend nursery. Children enjoy running and climbing in the large outdoor space. This helps them develop good physical skills and well-being. Since the last inspection, spaces that children access are now safe, and risks are more regularly assessed by staff. In the main, children play well alongside their peers and learn to take turns. Their personal and emotional development is considered and supported, starting in the baby room. Babies enjoy joining in with familiar books and copying new words.

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

- Staff do not consistently consider the individual needs and developmental stages when they plan and deliver activities or routines. For example, during snack time young children are learning to follow simple instructions and sit together at the table. They are given additional tasks, such as using knives to butter their bread. Some children become overwhelmed and do not understand the list of tasks being asked of them. Furthermore, skills that staff intend children to learn, such as listening and sitting in a group, are not successfully supported.
- Although children's progress is monitored, there are some discrepancies between the assessments made by managers and staff. This leads to uncertainty over children's current levels of development. Furthermore, potential gaps in learning are occasionally missed. This being said, children are now more closely monitored in their communication and language abilities, which particularly helps those children who speak English as an additional language.
- The provider has not precisely identified areas where the manager needs additional support in order to successfully develop her role. This leads to aspects

of the manager's practice requiring improvement, in order for her to consistently support the staff team to increase standards within the nursery.

- Since the last inspection, support for reading is improving within the setting. For example, children enjoy their 'Book of the Month', which can be taken home to share with parents. Additionally, they are now encouraged to take a teddy home and report back on the explorations they got up to over the weekend. This helps children to recall events and build upon their story telling skills.
- Staff encourage children to be independent. Older children access the bathroom and wash their hands with little support. Staff help younger children learn how to put their coats on for outdoor play and help themselves to food at mealtimes. Furthermore, children have been learning about how to brush their teeth, developing knowledge of healthy lifestyles.
- Children have opportunity to be creative. They develop their small-muscle skills. For example, they place little sticks into dough and make birthday cakes. However, further opportunities to extend, for example, mathematical skills are not routinely taken. That said, other children do count during play, and some staff have the ability to stretch their thinking. For example, they discuss the sizes of different dinosaurs and how many scoops of food they will need to fill them up.

Safeguarding

The arrangements for safeguarding are effective.

The provider and staff team know how to identify the key indicators that may suggest a child is at risk of harm. Furthermore, they know how to refer any concerns to the relevant authorities in a timely manner. Staff regularly attend safeguarding training in order to keep up to date. The provider and staff team ensure the environment is clean and hygiene practices are followed. A large number of staff hold valid paediatric first-aid qualifications and know how to respond in the event of an accident or incident.

What does the setting need to do to improve?

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

- embed more robust supervision strategies for the manager in order to build and secure the skills required to deliver and model a higher standard of practice
- accurately assess all children's stages in development in order to plan for their progression and identify potential gaps in learning
- strengthen the manager's and staff team's knowledge of the areas of learning, and how children learn, to enhance the quality and consistency when teaching the curriculum.

Setting details

Unique reference number	EY469492
Local authority	Manchester
Inspection number	10230696
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	80
Number of children on roll	89
Name of registered person	Wise Masterbuilders Childcare Limited
Registered person unique reference number	RP902788
Telephone number	0161 205 9067
Date of previous inspection	9 February 2022

Information about this early years setting

Carisbrook Day Nursery registered in 2013 and is situated in Carisbrook, Manchester. The nursery employs 12 members of childcare staff. Of these, one holds a qualification at level 6 and seven hold qualifications at level 3. The nursery opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. 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

Rachel Waterhouse

Inspection activities

- The inspector discussed any continued 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 being provided, and assessed the impact this is having on children's learning, care and development.
- Parents discussed their feedback of the setting with the inspector.
- The inspector talked to staff and children at appropriate times during the inspection.
- The manager and the inspector carried out a number of joint observations to evaluate staff's interactions with children, and considered the support given to staff to improve their practice.
- The manager, provider and the inspector completed a learning walk of the nursery and discussed the early years curriculum.

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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