

# Inspection of Your Nursery Limited

Saint Vincents School House, Greenside Street, Openshaw, MANCHESTER M11 2EX

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Inspection date: 26 August 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 show curiosity and engagement in what is on offer at the nursery. They explore nature as they make their own perfume with the flowers they have grown. They manage their own risks. For example, children build obstacle courses and try out their plans. With support, children adapt their obstacles to make things safer. This helps them to develop a can-do attitude as they solve problems.

Children are encouraged to try things for themselves. For example, they do up their own buttons and use a knife and fork at mealtimes. This helps to prepare children to manage their own self-care needs, which promotes their personal development.

Behaviour at the nursery is good. Children explore their feelings and confidently express when they are happy or sad. For example, they use the colours from the story 'The Colour Monster' to say how they are feeling. This helps children settle and feel safe to express themselves at nursery.

Children benefit from the high expectations staff have of their learning during activities. For example, following the COVID-19 pandemic, children have developed their imagination through a strong focus on creative activities. Children develop their hand-eye coordination as they use spaghetti makers in the dough, which builds their muscle skills. Children benefit from lots of activities that help them to make progress in their learning over time.

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

- The curriculum inspires children to engage in the opportunities provided. For example, children of all ages are deeply engaged in their learning because activities are planned with a purpose. This means experiences are meaningful. In addition, the well-resourced environment positively supports and enhances their learning.
- Leaders and managers are reflective and make adjustments to meet the needs of the children. They have recently adapted the nursery's use of rooms to cater for the new intake of children. For example, a sensory room has been created to support children with special educational needs and/or disabilities.
- Additional funding is used effectively. For example, children from less-advantaged backgrounds attend extra sessions, which helps to provide continuity in their learning. Books are available for both children and parents to take home and share. This means that children are able to share the joy of reading with their parents.
- Parental involvement is strong. All parents know what their children are learning and are aware of their next steps. Parents state that they feel supported with

their children's milestones, such as toilet training. This partnership working helps children to progress at a steady pace.

- Children show resilience and perseverance when they find things difficult. For example, children rise to the challenge as they figure out how to fill the syringes with water. They squeal with delight as they find new ways to squirt water in the air. These experiences help to prepare children for their future education and challenges ahead.
- The nursery provides many opportunities for children to learn about equality and diversity. For example, children learn about different professions, as parents bring in items from their workplace, such as an army helmet. Children also learn about difference, as they support charities that are close to their families. This shows that children are developing an awareness of different careers and how unique we all are.
- Children have many opportunities to learn about the impact of their behaviour on others. They also develop a sense of belonging because photos of children and their families are proudly displayed around the nursery. This helps children to build a culture of respect and positivity towards others.
- Children have many opportunities to understand the importance of eating healthily, which promotes their personal development. For example, they eat a varied diet at the nursery. However, staff do not consistently support children's awareness of staying safe in the sun. For example, children are not reminded to wear sun hats when playing outdoors in the sunshine.
- Children are confident communicators and are eager to express their thoughts and opinions. However, staff do not consistently expose children to new and exciting words. This does not help to widen children's vocabulary.

## Safeguarding

The arrangements for safeguarding are effective.

The nursery has clear policies and procedures for safeguarding, which staff know and understand. They also work closely with external agencies to ensure that children and their families get the support they need. All staff know what to do if they have any concerns about a colleague, and contact numbers are readily available. This means staff know how to process safeguarding concerns and make independent referrals where required. Management ensures children's safety by checking the identity of all visitors and ensuring doors are secure. Children's safety is further assured because staff carry out checks on absent children. Children benefit from lots of opportunities to manage their own risks. For example, they help one another as they climb and balance on the outdoor play equipment.

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

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

- ensure understanding and promote sun safety. Weather policies should be robust and allow children to think and act appropriately when needed
- strengthen interaction with children to increase opportunities for new vocabulary.

## Setting details

<b>Unique reference number</b>	EY415702
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10235454
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary 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>	98
<b>Number of children on roll</b>	119
<b>Name of registered person</b>	Your Nursery Limited
<b>Registered person unique reference number</b>	RP905836
<b>Telephone number</b>	0161 220 7662
<b>Date of previous inspection</b>	19 October 2016

## Information about this early years setting

Your Nursery Limited registered in 2010 and is based in Openshaw, Manchester. The nursery opens Monday to Friday, from 7am until 6pm, 51 weeks of the year. The nursery employs 19 members of childcare staff. Of these, one member of staff holds an appropriate early years qualification at level 6, 14 members of staff hold level 3 and one member of staff holds a level 2. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sarah Shearman

## 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 nursery and has taken that into account in their evaluation of the provision.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff 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 inspector carried out a joint observation with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The deputy manager provided the inspector with a sample of key documentation on request.

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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