

Inspection of Winton Children's Centre

Brindley Street, Eccles, Manchester, Lancashire M30 8AB

Inspection date: 14 September 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	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children are happy, safe and settled at this welcoming nursery. Staff spend time with children who are new to the setting, ensuring that they settle. For example, children are offered settling-in sessions when they first start at the nursery, these are adapted to the needs of the individual children. Consequently, the transition into nursery is smooth and key-person bonds are established.

Children behave very well. They use their manners, for example they say please and thank you at appropriate times throughout the day. Staff are positive role models. Children are respectful of each other and have positive attitudes towards their learning. For example, when provided with paint and various tools they enjoy exploring the paint and making marks. More reluctant children observe this play before having a go and being supported by staff, who praise them for their achievements.

Children enjoy exploring both the indoor and outdoor environments. Outside, they walk along tyres and use climbing frames. They use their imagination in the mud kitchen and they enjoy listening to stories. For example, babies listen attentively to a story and point to the animals. Staff ask 'What animal is it?' and wait for the babies to respond. They model correct language and, as a result they, support children's early language.

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

- Leadership and management are good. Staff are supported in their roles and are provided with supervisions that include feedback regarding their practice as well as identifying training to further develop their teaching. Inductions are carried out for staff who are new to the nursery. These provide support and guidance to ensure all staff fully understand the nursery policies and the expectations of the company.
- Communication and language is supported extremely well. Staff provide a calm environment. Staff have received training in relation to communication and this is evident when hearing staff speak to the children. For example, they listen to children and use appropriate language relevant to the ages of the children. The setting uses a programme to support children with their speech and language. This provides early intervention, where necessary, through a structured referral process. As a result, children make good progress.
- Parent partnerships are very good. Parents report that their children are happy and enjoy their time at nursery. They feel supported and able to speak to the staff should they need to and they say that communication is good. Those with children settling into the nursery feel the process supports both the child and themselves.

- In the main, staff understand the nursery's curriculum and implement activities effectively. However, on occasions younger children are not sufficiently challenged. For example, children repeatedly roll balls down chutes counting to three while doing so. Staff do not always take learning further in order to support children to achieve their full potential.
- Staff identify the next steps in children's learning. They plan for these as well as responding to their learning as they play. For example, pre-school children enjoyed a story of the three little pigs, they enjoy taking on the role of the wolf saying 'I will huff and puff and I will blow your house down.' Children then moved to a tuff tray where they could use materials to build houses of straw, sticks and bricks. Children enjoyed re-enacting the story through their own play. Consequently, children's interests are fully understood and supported well, through planned activities.
- Leaders provide an inclusive environment that meets the needs of children with special educational needs and/or disabilities. For example, spaces for children to reflect and take time for themselves are available should they need it. Parents say that they are supported with processes that involve external agencies and feel their children's needs are met.
- Staff provide some opportunities for children to learn about what makes them unique. For example, they use words in nursery that are spoken at home for children with dual languages. They celebrate festivals throughout the year and provide visual aids to support this. However, staff do not provide consistent opportunities for children to learn about different cultures or communities beyond their own.

Safeguarding

The arrangements for safeguarding are effective.

Managers ensure that staff have relevant training to be able to identify signs of abuse and the procedures to follow should they have any concerns. Additionally, staff have a secure knowledge of how to report an allegation against a member of staff. Leaders follow robust recruitment procedures. Staff are deployed effectively. Staff have paediatric first-aid qualifications and accidents and injuries are dealt with well. All areas of the premises are safe and secure.

What does the setting need to do to improve?

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

- develop experiences that explore different cultures, diversity and people, so that children develop an awareness of the world
- ensure the curriculum is implemented effectively, to consistently challenge younger children to achieve their full potential.

Setting details

Unique reference number	EY317013
Local authority	Salford
Inspection number	10233680
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	60
Number of children on roll	47
Name of registered person	Salford City Council
Registered person unique reference number	RP526934
Telephone number	0161 788 0192
Date of previous inspection	24 January 2017

Information about this early years setting

Winton Children's Centre registered in 2005 and is situated in the Eccles area of Manchester. The nursery employs 18 members of childcare staff. Of these, one holds qualified teacher status, five are qualified to level 4 and 10 hold relevant level 3 qualification. Two staff are training towards their childcare qualifications. The nursery opens Monday to Friday for 51 weeks a year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kate Martin

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.
- A learning walk was completed with the manager and deputy to discuss the curriculum intent and how the provision is organised.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to a number of parents to gain their view of the setting.
- The inspector held discussions with the manager, the staff and children at appropriate times during the inspection. She held a short meeting with the manager to discuss aspects of leadership and management.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022