

Inspection of Old Moat Childcare

Old Moat Community Primary School, Community Hub, Old Moat Lane,
MANCHESTER M20 3FN

Inspection date: 4 November 2022

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is inadequate

The nursery has not always kept Ofsted up to date when there has been a change to the manager. Although the original manager has now taken back over this role, it is a breach of requirements. Issues with staffing have led to poor teaching and learning. As a result, children are not receiving a good quality of education. The nursery manager has not yet had the opportunity to fully gain an oversight of the inconsistencies in teaching and staff knowledge. This has affected her ability to effectively evaluate staff practice and make any necessary improvements.

The deployment of staff is not designed to meet children's needs. The manager is relying on supply staff and staff from a partner nursery to work at this nursery, alongside permanent staff members. This has led to staff not having an adequate oversight of children's development. They have failed to implement effective behavioural boundaries and expectations. Furthermore, not all staff are aware of their roles within the nursery. The nursery does not have a named deputy to take charge in the manager's absence, which compromises children's safety and well-being.

The manager has now returned to the nursery and understands the challenges ahead. She is working closely with the local authority's early years advisers and demonstrates a commitment to bringing about future change to improve outcomes for children.

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

- Leaders have allowed the quality of the provision to decline significantly since the previous inspection. The leader, who is also the nursery manager, has developed a curriculum that focuses on children being well prepared for school. She wants children to be independent in their self-care, develop listening skills and show an understanding of routine. However, not all staff are aware of the curriculum intent and fail to implement teaching skills to help children achieve their goals. The quality of education offered is poor.
- Staff have attended some training to enhance their professional development. However, the manager's monitoring of staff practice and teaching is not yet effective. As a result, there are inconsistencies in staff practice. Furthermore, teaching skills are varied. This means children are not making the progress they are capable of.
- Parents speak highly of the new nursery manager. They say their children are happy at nursery and comment on the 'supportive staff'. However, staff do not always share ideas to continue children's learning at home. This does not support effective partnership with parents.
- Children's behaviour is not supported well enough. Some children are not aware

of behavioural boundaries and expectations. For example, children regularly hit each other. Furthermore, they show little respect for staff members when they are told to 'stop running' or to 'be kind'.

- The key-person system is not always effective because many staff are absent. Staff covering at the nursery do not know and are not aware of children's individual needs and next steps. As a result, children are not well prepared for their next stage of learning. That said, most children are settled and happy at the nursery.
- Communication and language opportunities are limited in the nursery. There are some occasions when staff support this, for example, by reading stories and talking to children. Staff also screen children's communication and language development. However, not all staff use the information from this assessment to provide the required intervention. Overall, there is little interaction between staff and children. Therefore, not all children are making adequate progress with their communication and language.
- Hygiene practices at the nursery are poor. Children are not encouraged to learn about ways to keep themselves healthy. For example, they are not encouraged to wash their hands after blowing their noses. This is furthered mirrored by staff, who also do not wash their hands and put their used tissue in their pocket. That said, children are encouraged to wash their hands before lunch.
- Staff do not always support children to be independent in their self-care skills. For example, staff put on children's coats and shoes for them. As a result, children are not developing their independence skills.
- The nursery has a dedicated special educational needs and disabilities coordinator (SENDCo). She is responsible for supporting children who have special educational needs and/or disabilities (SEND). The SENDCo has good knowledge of the children with SEND and works alongside staff to model interactions. However, not all staff effectively implement these interactions. Consequently, children with SEND are not getting the support they need to help them reach their full potential.

Safeguarding

The arrangements for safeguarding are not effective.

Staff knowledge of safeguarding and child protection is variable. Not all staff are aware of the signs of abuse and child protection matters. They know to report concerns to their manager. However, they are not aware of the whistle-blowing policy. This compromises children's safety. The nursery manager has good knowledge of safeguarding and child protection. She is alert to children in the nursery who are at risk of harm and neglect and works with relevant agencies to support these children. Risk assessments are not always effective. Children can leave their base rooms and access the nursery corridors. As a result, children are at risk of being unsupervised. For example, children would be able to access the staff toilet where there are hazardous substances. This puts children's safety at risk.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure there is a named deputy to take charge of the nursery in the absence of the manager	09/12/2022
ensure that the arrangements for the supervision of staff working with children are effective in coaching and supporting them to promote the interests of children	09/12/2022
introduce effective arrangements for managing children's behaviour to ensure all children are safe and understand acceptable behaviour	09/12/2022
ensure risk assessments are effective in identifying risks that may put children at harm	09/12/2022
improve staff knowledge of the learning and development requirements, to ensure that all children receive a good quality education.	14/12/2022

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

- support staff to implement and maintain good standards of hygiene practice for themselves and the children
- provide opportunities for children to develop their independence skills, to help prepare them for their next stage of learning.

Setting details

Unique reference number	EY448061
Local authority	Manchester
Inspection number	10233830
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 3
Total number of places	30
Number of children on roll	39
Name of registered person	Community-Minded Ltd
Registered person unique reference number	RP531676
Telephone number	01614349225
Date of previous inspection	11 November 2016

Information about this early years setting

Old Moat Childcare was registered in May 2012. It operates from the community hub wing of the Old Moat Community Primary School. The setting is open from 9am until 5.30pm, Monday to Friday, all year round. The setting provides funded early education for two-, three- and four-year-old children. There are 14 members of staff who work directly with the children. Of these, eight hold an appropriate early years qualification at level 2 or above and one member of staff holds a level 7 qualification.

Information about this inspection

Inspector
Jade Patten

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.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector observed the interactions between staff and children.
- The inspector spoke to the staff at appropriate times during the inspection.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke to parents and took into account their views of the setting.

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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