

Inspection of Higher Broughton Children's Centre

The Broughton Hub, 48-50 Rigby Street, Higher Broughton, Salford M7 4BQ

Inspection date: 9 December 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and safe at this child-centred and friendly nursery. Staff get to know children well when they first start during the settling-in process. This helps children to settle and to develop a strong sense of belonging. They know where to put their coats and independently get their scarves from their own pegs. Staff build nurturing relationships with children. For example, babies snuggle up comfortably as staff gently rock them to sleep.

Children are positive about their learning. They enjoy spending time in the outdoor area, building up their large-muscle skills, while riding on tricycles and walking up and down steps. Children show curiosity about the world around them. They become fascinated while searching for bugs under logs. Children notice the frost and say that the 'ice is cold'. They develop their imaginations while going on an imaginary 'bear hunt'. Indoors, children practise their small-muscle skills while snipping wrapping paper using scissors, and by rolling out play dough. Babies enjoy sensory activities, such as exploring the texture of oats. They show perseverance and develop their strength as they climb up onto low-level apparatus. Babies are enthralled while reaching up to pop bubbles. They giggle with delight and ask for 'more bubbles'.

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

- Leaders' vision is for children to be at the centre of everything that they do. They aim to provide a 'stimulating environment' for the children. Self-assessment is thorough and allows leaders to continue to identify how they can further improve the nursery.
- Overall, children, including those with special educational needs and/or disabilities (SEND) and those with funded places, make good progress. Leaders have developed a bespoke curriculum, which follows children's interests and builds on what they already know and can do. Children eagerly joined in with a walk outdoors to find animals, while staff retold the 'Dear Zoo' story. However, staff practice is not consistently high. For example, they do not always help children to engage in purposeful learning.
- Staff foster children's love of reading by sharing a good range of books. Babies repeat words that staff say during their play, such as 'scoop'. However, some staff's interactions with children are not always effective. For example, they do not always encourage children to partake in thoughtful conversations, to develop children's thinking and language skills. As a result, some children do not consistently make as much progress as they are capable of making.
- Staff support children who speak English as an additional language well. They use words in children's home languages to help them to feel valued and to grasp a good command of English. Staff teach children about differences between

themselves and others, such as differences in appearances and the festivals that people celebrate.

- Staff promote children's independence. They encourage children to put on their own wetsuits for outdoor play. Children help to serve their own home-cooked, nutritious food. Babies learn to eat with cutlery and wipe their own faces after eating.
- Children were highly curious about the inspector. For example, babies babbled excitedly, while walking towards him. Children are caring towards others. During group time, they remembered to include staff and the inspector in the 'good morning' greeting.
- The support in place for children with SEND is a golden thread of this nursery. Staff support children with SEND remarkably well and get them the help that they rightfully deserve. Staff take children to the local shop, for example, to develop their confidence and social skills. Leaders have developed a sensory room to provide a calming space for children to benefit from.
- Partnership working is excellent. Leaders have strong links with external professionals. Parents are overwhelmingly positive about the nursery and describe it as a 'godsend'. They say that their children have 'come on leaps and bounds' and that the staff go 'above and beyond' in their support. Parents value the 'fantastic' communication from staff, which helps them to extend their children's learning at home.
- Staff access an effective programme of training, supervision and support. They say that the nursery is like a 'little family'. Staff recently attended training to help to support children's emotional well-being, following the COVID-19 pandemic.

Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure. Leaders follow robust recruitment procedures to ensure that all staff are suitable to work with children. Staff have up-to-date training in safeguarding and first aid. They know how to support children during accidents and emergencies. Staff understand the local authority referral procedures to follow if there are concerns about children's welfare. Leaders know the steps to take, following allegations against themselves or other staff. Staff have a sound understanding of safeguarding issues, including witchcraft and grooming.

What does the setting need to do to improve?

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

- support staff to develop their practice to a consistently high level, so that children always engage in purposeful learning
- strengthen staff's interactions with children, so that children consistently make as much progress that they are capable of making.

Setting details

Unique reference number	511461
Local authority	Salford
Inspection number	10233606
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	62
Number of children on roll	59
Name of registered person	Salford City Council
Registered person unique reference number	RP526934
Telephone number	0161 778 0085
Date of previous inspection	29 November 2016

Information about this early years setting

Higher Broughton Children's Centre registered in 1999 and is located in Higher Broughton, Salford. The nursery employs 17 members of staff. Of these, 15 are qualified at level 3 and above. One member of staff holds early years professional status. The nursery opens Monday to Friday, all year round. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

David Lobodzinski

Inspection activities

- This was the first routine inspection the setting 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 his evaluation of the setting.
- The management team and the inspector completed a learning walk.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- A joint observation was carried out by the inspector and the manager.
- The inspector held discussions with the management team, staff and children at appropriate times during the inspection.
- The views of parents were taken into consideration by the inspector, through written testimonials and discussions.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training of staff.
- The inspector held a meeting with a representative from the local authority.

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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