

Inspection of Carisbrook Day Nursery

Carisbrook Childrens Centre, Carisbrook, Manchester M9 5UX

Inspection date: 9 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and settled. The manager and staff have worked hard to create an environment which is purposeful and inviting for the children. The staff ethos is for children to be happy and have fun while learning. Children throughout the nursery beam with confidence. This demonstrates that children feel safe and secure.

The setting has created a well-sequenced curriculum which supports children to develop the skills they need for school. The manager's passion goes into everything she does. She has high expectations for children to achieve their learning outcomes. Children are eager to join in experiences set out for them. They are developing positive attitudes to learning.

Children have the opportunity to lead their own play. They test out their own ideas and are encouraged to problem solve. Babies can be found entranced in engaging story times with staff. Toddlers enjoy running freely outside and developing their fine motor skills, as they squeeze the spray bottle's trigger to paint plastic wrap. Pre-school children express their creativity through junk modelling.

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

- Since the previous inspection, there has been changes to the management team. They have worked hard to make positive improvements. Staff express how training about the Early Years Foundation Stage has helped them support children's learning. The changes have had a positive impact on children's learning and development.
- Mathematics is well embedded. Staff find inventive ways to introduce mathematical concepts. At snack time, children talk about the size of their breadsticks. Younger children have number rhymes sang to them as they play. Older children are introduced to prepositions, such as 'on the plate' or 'under the cup', as they role play. Learning is well sequenced to build upon what they already know.
- Overall, language development is well promoted. Staff ask children thought-provoking questions to help extend language. Throughout the nursery, children join in with song and rhyme times with enthusiasm. However, occasionally, staff pronounce words incorrectly. This does not help children to hear all of the sounds within words to support their speaking skills in the best way possible.
- Staff know the children well. Children with additional needs are well supported. The setting works closely with outside agencies. They have put strategies in place to support children while referrals for additional support are being processed. Staff have clear next steps for children and plan activities to support this. Children are making good progress.

- Children behave well. Staff implement routines consistently, which helps children understand what is happening now and what comes next. This provides children with a sense of security. Staff involve children in their thinking. They will tell children why they are being praised or explain why some behaviour is not acceptable. This helps children understand what is expected, so they can begin to manage their own behaviour.
- Staff plan experiences and routines based on children's interests. For example, staff in pre-school provide an exploration box to encourage conversation between children. This is changed regularly as the children's interests change. At times however, staff prolong activities such as circle time, beyond some children's levels of attention and interest. They become restless, and this leads to them not fully engaging in purposeful learning.
- Children have formed strong bonds with staff. Staff demonstrate love and care for the children. The calming atmosphere in the baby room helps children to come round from their naps in a cosy area. Pre-school children get excited when they learn something new and seek out adults to tell them what they have learnt. Such secure relationships contribute to children's confidence.
- The managers have created a reflective and passionate team. Staff regularly reflect on their day. As a team they discuss what worked well and what could have gone better. Managers have supported staff in taking meaningful next steps in their development. Training and reflection have created a skilful workforce of people, who are working together to achieve better outcomes for children.
- Parent partnership is strong. Since the previous inspection, the manager and her team have worked closely with parents. Parents have attended stay-and-play sessions to learn skills which help to support their children's development at home. Parents express how the nursery supports the whole family. This develops consistency for children from nursery to home.

Safeguarding

The arrangements for safeguarding are effective.

Children are kept safe. The management team and staff demonstrate a good understanding of safeguarding children. They have good knowledge of signs of abuse and the procedure to follow if they have a concern. Risk assessments are carried out daily. The management team regularly reviews accident logs to reflect on their environment and if changes need to be made to make it safer for the children. The majority of staff are first-aid trained and understand what to do if a child has an accident. This creates an environment that protects children from the risk of harm.

What does the setting need to do to improve?

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

- enhance children's speaking skills even further by improving opportunities for them to hear precise speech sounds and the correct pronunciation of words
- clarify the use of circle-time sessions and share this with staff, so that the development of every child's listening and attention skills is well supported.

Setting details

Unique reference number	EY469492
Local authority	Manchester
Inspection number	10248107
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	72
Name of registered person	Wise Masterbuilders Childcare Limited
Registered person unique reference number	RP902788
Telephone number	0161 205 9067
Date of previous inspection	28 June 2022

Information about this early years setting

Carisbrook Day Nursery was registered in 2013 and is located in Manchester. The nursery employs 13 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above, and two hold level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.00pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Valek

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the nursery and has taken that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- Children spoke to 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 spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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