

Inspection of Sutton Road Nursery Limited

28A Sutton Road, Gorton, Manchester M18 7PN

Inspection date: 6 January 2023

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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and demonstrate that they feel safe in the welcoming nursery. As children arrive, they are excited to explore and play with their friends. They leave their parents with ease and greet staff with smiles as they share their news. Children behave exceptionally well. They clearly understand the high expectations staff have of them. Children are mostly confident and self-assured because their opinions are truly valued. For example, older children engage in meaningful discussions with staff about what activities they would like to have access to. This helps staff plan an interesting learning environment.

Children are engaged and show a willingness to learn and try new things. For example, babies enjoy exploring messy play and sensory activities. Older children concentrate intently as they write their names. They create letters to post and safely use scissors as they cut tape and wrap up parcels. Children demonstrate their understanding of mathematical concepts as they talk about the size of parcels and weigh them on scales. This prepares them well for future learning. Following the COVID-19 pandemic, staff have supported children with expressing their emotions. They ensure that children can explain how they feel. Children use toys and props to help explain their feelings. This means that staff can offer support to children who need it.

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

- Staff have a good understanding of how children learn and develop. They plan an interesting curriculum based around children's individual interests. However, on occasion, information gained from assessments is not always used precisely to plan children's learning so that they make the best possible progress.
- Leaders prioritise helping children to develop their communication skills. Staff talk to children as they play and skilfully introduce new words. They engage children in lively song times and read a range of books throughout the day. This means that children hear good-quality language in use and helps children develop their vocabulary.
- Children develop their physical strength as they ride on toys and chase bubbles around the garden. Staff model different ways to move, such as jumping and hopping, to help children strengthen their bodies. Babies show their strength as they pull themselves up and begin to move around the room. They smile and laugh as staff hold their hands and help them. This helps children to develop their confidence and coordination in readiness for walking.
- Staff prioritise supporting children to be independent. Babies choose the toys they play with and help to tidy up. Toddlers wash their own hands and help to prepare the tables ready for lunch. Older children enjoy the responsibility of setting the table and serving their own food. Children take their roles seriously

and are proud as they organise recyclable waste. These experiences help to promote children's confidence and independence.

- Children who speak English as an additional language (EAL) are, in general, supported to hear and use their home language in play and learning. For example, children are delighted when staff use words such as 'water' and 'toilet' in their home language. However, some staff are not as knowledgeable in how to implement strategies to support children who speak EAL. This means that, on occasion, some children do not feel secure in using their home language in their play.
- Children learn about the community in which they live. They enjoy eating in local cafés and visiting the post office. They participate in fundraising events and learn about the emergency services and people who help them. Staff support children to learn about different cultural backgrounds that are important to children and their families. These activities help children to develop a respectful attitude as they learn about what makes them unique.
- Parents are happy with the care provided by the manager and her team. They value the support and help, particularly with signposting to other agencies. Parents of younger children are informed of their children's experiences through a daily diary. However, parents of older children do not always know what their children are learning about. This means that parents do not always know what they can do to support their child's learning further at home.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are committed to safeguarding children's welfare. They accurately identify the potential signs and symptoms that may indicate that a child is at risk of harm. Staff know the procedures to follow if they are concerned about children's safety or the practice of another member of their team. Leaders ensure that staff keep their knowledge and skills up to date. Staff remind children of how to use tools and equipment safely in their play. This means children develop a good knowledge of how to keep themselves safe.

What does the setting need to do to improve?

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

- consistently use information from assessment to precisely plan children's learning based on what they already know and can do
- support staff to consistently implement strategies to support children who speak EAL effectively
- enhance partnership with parents so all parents are fully aware of what their child is learning and how they can best support this at home.

Setting details

Unique reference number	EY469043
Local authority	Manchester
Inspection number	10264740
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	55
Number of children on roll	69
Name of registered person	Sutton Road Nursery LTD
Registered person unique reference number	RP910896
Telephone number	0161 223 8223
Date of previous inspection	23 June 2017

Information about this early years setting

Sutton Road Nursery Limited registered in 2013 and is located in the Gorton area of Manchester. The nursery employs 10 members of childcare staff. Of these, one holds a relevant qualification at level 6, and eight hold relevant qualifications at level 3. One member of staff also has early years professional status. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am to 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Deborah Magee

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 inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Parents, staff and children shared their views with the inspector.
- The manager and the inspector carried out joint observations of activities and evaluated their effectiveness together.

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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