

# Inspection of 1st Safari - Genesis (Milnrow)

23 Clifton Street, Milnrow, Rochdale, Lancashire OL16 4HP

---

Inspection date: 10 January 2023

---

## **Overall effectiveness**

## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Not applicable

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children do not always show high levels of self-esteem or secure relationships with a key person. This leads to some children not feeling confident to approach activities or tell staff if they need help with tasks, such as toileting. Some children shy away from conversations and do not show high levels of positive attitudes towards their play. Staff do not always support children to have a go. Children do not always show good levels of interaction or curiosity within their learning. Staff do not always support children to regain focus during play if they become distracted. This leads to some children becoming disengaged from their learning. Therefore, some children do not always access meaningful play opportunities.

Despite these weaknesses, younger children's interests and preferred ways of learning are identified by staff. Younger children are regularly praised when they complete an activity, such as fixing jigsaws together. Children are welcomed with warmth into the setting and, in the main, begin to explore toys that interest them. Children enjoy playing outside where they can run, ride bicycles and climb. This helps develop their larger physical skills and learn to negotiate space around other people. Children are learning how to follow some instructions and how to solve disputes as they arise. After washing their hands, children stand patiently and wait for their friends.

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

- Leaders intend to provide children with a broad curriculum that is aimed at meeting a range of children's needs. However, some staff do not accurately assess children's abilities in order to implement effective teaching skills that challenge children and keep them interested. This leads to some children often disengaging from play. Children occasionally wander around the room and do not all show high levels of involvement. This, at times, hinders some other children's interaction in their play.
- The nursery has recently experienced changes in the leadership and staff team. This has led to multiple changes to some children's key persons. Some children have not developed a positive bond with their key person. Although some children seek comfort from familiar adults when they are upset, or when they wish to share exciting news, other children have not developed a positive bond with their key person. Not all children form a sense of security through strong, consistent attachments with staff. Therefore, not all children's emotional needs are supported to a good level.
- Parents comment positively about the care their children receive and feel they have formed secure relationships with the setting. However, not all parents know who their child's key person is. Furthermore, staff do not always effectively share with parents the area of learning their children are focusing on. Therefore,

even though leaders have worked on increasing communication with families, effective strategies are not in place that encourage parents to continue their children's next steps in learning at home.

- Children with special educational needs and/or disabilities (SEND) are supported in the setting. Staff get to know these children well and leaders engage well with local support agencies to ensure that strategies are in place. Staff carefully consider the needs of children with SEND when planning the play environment and work closely to meet their learning styles. For example, children who enjoy repetitive play, such as spinning objects, are provided with a range of opportunities to practise this skill. Consequently, these children's learning is broadened.
- Children benefit from some staff's effective teaching skills during activities. They learn about 'tall' and 'short' towers they have built, which helps their understanding of mathematical concepts. Furthermore, children are regularly encouraged to count during play and think about quantities.
- In the main, children speak with clarity and confidence, and most staff model good language skills. Some children express their thoughts and discuss ways of solving problems. For example, children work together to build a 'house for their truck'. Some children spend time discussing what they are going to do next. This supports children's growing vocabulary and speech development.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders' current arrangements for the supervision and development of staff's safeguarding knowledge are effective. Staff know how to recognise potential signs and symptoms of a range of abuse and neglect. They know where to report concerns about the welfare of a child within the setting and within the local authority. Staff are confident to whistle-blow should they have concerns about another staff member's behaviour or suitability. Leaders understand their duty to respond to child protection issues or allegations, in line with required policy and timescales. Staff carry out regular checks of the environment, ensuring it is safe.

## **What does the setting need to do to improve?**

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

- enhance staff's knowledge of what children know and can do so that they can swiftly adapt their teaching and implement techniques to support all children to make consistently good progress
- secure the key-person system to support all children to develop secure bonds with staff and help them to continually build on their confidence and self-assurance
- strengthen strategies to support parents to continue their children's learning at

home.

## Setting details

<b>Unique reference number</b>	2579245
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	10264966
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	72
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	1st Safari Day Nurseries Limited
<b>Registered person unique reference number</b>	RP905110
<b>Telephone number</b>	01706 869243
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

1st Safari Day Nurseries Limited took ownership and registered the setting in 2020. It employs eight members of childcare staff, who all hold appropriate early years qualifications, including three at level 6 (one of whom holds Early Years Teacher Status and one Qualified Teacher Status). The nursery opens from 7.30am to 6pm, Monday to Friday. The nursery provides funded early education for two-, three- and four-year-old children. It offers provision for children with SEND.

## Information about this inspection

### Inspector

Rachel Waterhouse

## 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 their evaluation of the provider.
- The management team joined the inspector on a learning walk and team members talked to the inspector about their curriculum and what they want children to learn.
- The inspector carried out a joint observation of a group literacy activity with one of the managers.
- Parents' views were taken into account by the inspector.
- The inspector held conversations with staff, children and managers during the inspection at suitable times.
- The inspector observed the interactions between staff and children throughout the day, evaluating the impact on children's learning and development.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023