

Inspection of Invitation2play

Carrington Lane Methodist Church, Ennerdale Drive, SALE, Cheshire M33 5NE

Inspection date: 23 February 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 display awe and wonder as they make new discoveries and explore using all of their senses at this nursery. Babies laugh as they discover the sound that metal objects make when they bang them together. Older children are observant as they smell flowers and talk about the colour and features. Children take off their socks and explore sand with their feet. Children concentrate for long periods and make good progress with their learning.

Children feel safe and secure at this homely nursery. Babies relax on comfortable chairs and snuggle up together as they choose their favourite books. They smile and peep as they see themselves or staff in the mirror. Older children proudly show staff their finished painting of roses and daffodils, inspired by an artist. Children have formed strong bonds with the staff and each other.

Children demonstrate kind and caring behaviours. They ensure the pet guinea pigs have food and water. Younger children smile as staff talk about children who are not in that day. Children regularly can be heard saying 'excuse me' and 'thank you'. Overall, children play cooperatively. They invite other children to join in with their play and use their imagination as they fill up cups with sand and hand them some 'tea'.

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

- Children have a can-do attitude and are confident in their own abilities. Babies explore books and eagerly turn the pages to find their favourite animal. Older children confidently set the table before mealtimes. They add napkins and flowers and proudly announce that they are 'the big helper' as they admire the table. They confidently serve their own food and drinks at mealtimes. Staff value the importance of supporting children's independence skills.
- Children's communication and language skills are well supported. Staff sensitively join children in their play. They model language well and introduce children to new words such as 'daffodil' and 'rose'. Staff who work with younger children regularly sing nursery rhymes and songs. Children join in with the words and jump along to the 'jumping bean'. Children are confident communicators.
- Well-planned play spaces allow children to move freely, developing their physical strength. Babies pull themselves up and begin to move around the room. Children are encouraged to take some risks. Older children climb and jump and show great confidence and core strength. Children benefit from plenty of opportunities to be physically active.
- Mathematics is naturally incorporated into most of the activities provided. As babies stack objects, staff count each one and introduce language such as 'heavy'. As children find tape measures in the environment, staff encourage

them to measure their favourite superhero. Children comment that he is 'tall'. Children enjoy exploring mathematical concepts.

- Children are provided with many opportunities to explore their local environment. Older children visit local shops to find items to bring back and explore in the setting. They confidently show off their new purchases as they dress up in the new hat and sunglasses. Babies enjoy regular walks to the local farm to see the animals. These opportunities extend children's interests and widen their experiences.
- Parents describe the nursery as calming and unique. They state that their children have become more independent and creative since starting. Parents value the range of updates they receive regarding their children's experiences and development. However, the advice that is shared with parents regarding children's progress is not always as precise as it could be.
- Staff have created an environment where children can explore a variety of exciting activities linked to their interests. Staff observe children and identify when they may need some extra help in their learning and leaders seek advice from other professionals. However, assessment information is not always used effectively to support children's next steps.
- Leaders are clear about what they want children to learn. However, they do not always ensure that all staff are confident in how to implement the curriculum consistently. For example, as children are supported to share resources, staff do not name and acknowledge children's feelings, which is an intent of the curriculum.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand their role and responsibility to keep children safe. They demonstrate a good understanding of how to identify the signs that a child may be at risk of harm and the procedures for reporting concerns. Staff have a secure understanding of the setting's policies, including the use of mobile phones. The environment is risk assessed and staff allow children to take appropriate risks. Staff talk to children about how to keep themselves safe as they carefully use scissors. The manager oversees the deployment of staff to help ensure that children are supervised at all times.

What does the setting need to do to improve?

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

- strengthen assessment to focus teaching more precisely on what individual children need to learn next and share this information with parents
- support staff to develop their knowledge of the curriculum intent so that they are able to implement this consistently.

Setting details

Unique reference number	2506054
Local authority	Trafford
Inspection number	10277452
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 11
Total number of places	44
Number of children on roll	48
Name of registered person	Inglis, Katie
Registered person unique reference number	2506053
Telephone number	07932566104
Date of previous inspection	13 November 2019

Information about this early years setting

Invitation2play registered in 2018 and is situated in Sale, Cheshire. The nursery employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 or above, including one with qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rebecca Weston

Inspection activities

- This was the first routine inspection the nursery 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 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 communicated with the inspector during the inspection.
- The inspector held discussions with the manager and the owner to assess the effectiveness of leadership and management.
- The manager and the inspector carried out a joint observation during a group activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager provided the inspector with a sample of key documentation on request, including documentation to demonstrate the suitability of staff.

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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