

Inspection of Dryden Street Nursery

Manchester Metropolitan University, Dryden Street, MANCHESTER M13 9AU

Inspection date: 1 March 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and content. They skip into nursery, sing songs and leave their parents with ease. Children embrace staff with cuddles and cannot wait to play with their friends. They behave well, follow instructions and are caring towards one another. Children display positive attitudes towards their learning. They develop the necessary skills in readiness for their next steps in learning, such as their move on to school.

Children have a strong sense of belonging and confidently talk about what makes them unique. They learn about the differences in the colour of their skin, eyes and hair. Older children confidently talk about different families, such as having two mums or one dad. Children relish learning about the world around them. They become enthralled while making a wormery. Children are eager to tell the inspector about Chinese New Year and how they celebrated with a special 'dragon party'.

Staff teach children about good hygiene practices and healthy eating. They talk to children about the importance of caring for their teeth and about keeping physically active. Children giggle with delight while making an assault course. They cheer each other on while running and clap when their friends have mastered the skill of riding a bicycle. Staff provide children with healthy food and teach them about where food comes from. Children are fascinated about growing vegetables and talk about the importance of eating a balanced diet.

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

- Leaders' vision of 'putting children first' is what makes this nursery so special. The manager and her deputy exhibit strong leadership skills. They want the best for children and aspire for the setting to be outstanding. Self-evaluation is accurate and includes the views of children, staff and parents.
- Leaders have recently introduced a new curriculum, which is broad and ambitious. However, this has not had sufficient time to be fully embedded. Leaders are aware that some staff do not know what they intend them to teach to children. This means that some activities are not pitched at the right level. For example, staff working with older children expect them to have knowledge of three-dimensional shapes before they are ready. As a result, some children do not demonstrate high levels of engagement in their learning.
- Staff foster a love of reading to children and their families. Children take books home and talk about visits to the library. Staff use role play to enact the roles of characters from stories. Children cannot contain their excitement while dressing up as their favourite characters. Staff teach children how to handle books with care and support them to gain an early awareness that print carries meaning.
- In the main, the support in place for children who speak English as an additional

language is good. However, leaders identify that they would like to be more consistent in the level of support that they offer to children who speak English as an additional language, in order for them to make even better progress.

- Leaders place high priority on staff well-being. Staff report that working at the nursery is like 'one big family'. They commend leaders for listening to them and are proud to work at the nursery. Staff report that their workload is manageable. Their morale is high and leaders truly value the experienced and dedicated staff team.
- Staff receive good levels of support during supervision sessions and appraisal meetings. Leaders share good practice with staff and ensure that staff keep up to date with training. Staff report that they enjoy the training leaders provide and report that it positively impacts on outcomes for children. For example, training around outdoor learning has equipped staff with a better understanding of how to support younger children's large-muscle development.
- Partnership working is strong. Links with external professionals and the local authority are good. Parents are invited to attend parents' evenings and receive regular newsletters. Parents commend staff on their loving and caring natures.
- Care practices are good. Staff are loving towards children and spend time getting to know them during the settling-in period. Children form secure bonds with staff and settle very well.

Safeguarding

The arrangements for safeguarding are effective.

All areas of the premises are safe, secure and suitable for childcare. Risk assessments are effective and children are involved in these. For example, they help to risk assess the outdoor area and apparatus before going out to play. Leaders ensure that recruitment procedures are robust and staff undergo stringent checks to ensure that they are suitable to work with children. Leaders have a secure understanding of the referral procedure. They know how to report and deal with concerns. Leaders ensure that they work with external professionals to keep children safe. Staff are trained in child protection and understand the whistle-blowing procedure. Staff are deployed well, and supervise children with vigilance. Ratios are complied with.

What does the setting need to do to improve?

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

- strengthen staff's knowledge of the newly introduced curriculum, so that they understand more fully what leaders intend children to learn
- provide more targeted support for children who speak English as an additional language, to help them make even better progress.

Setting details

Unique reference number	EY451347
Local authority	Manchester
Inspection number	10235914
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	86
Number of children on roll	54
Name of registered person	Thrive Childcare And Education Limited
Registered person unique reference number	RP900892
Telephone number	0161 272 7121
Date of previous inspection	14 February 2017

Information about this early years setting

Dryden Street Nursery registered in 2012 and is situated in Manchester. The nursery opens Monday to Friday all year round, except for one week at Christmas. Sessions are from 8.30am to 5.30pm. There are 19 members of staff. Of these, 14 hold a early years qualification at level 2 and above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Luke Heaney

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 his evaluation.
- The manager and the inspector completed a learning walk.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact these had 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, parents and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training of staff.
- The inspector held a meeting with a senior 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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