

Inspection of Moston Methodist Church

Moston Methodist Church, Moston Lane, Manchester, Lancashire M40 9PA

Inspection date:

13 March 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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are mostly happy in the setting and are supported by staff who have a kind and caring nature and listen carefully to what they have to say. Children participate in a range of experiences, indoors and outdoors, which generally keep them occupied. However, the variable teaching means that children flit between the different activities, and the experiences do not always build on what they already know and can do. Occasionally, the lack of challenge provided for children results in conflicts.

Children are confident and show good levels of self-esteem. Staff offer them lots of praise and encouragement. Children are developing their independence as they are encouraged to do some things for themselves. For example, sometimes they prepare their own fruit and pour their own drinks. Children are able to make choices about what they want to play with, which helps them to explore the things they are interested in. For example, they enjoy dressing up in costumes where they can take on the role of some of their favourite characters. They seek out adults to share in the experiences with them, and the staff do so with enthusiasm.

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

- The quality of teaching is not consistently good. Staff do not always make full use of opportunities to extend children's knowledge, skills and understanding. For example, when children play with dough, they want the same materials and this results in children crying. Consequently, there are occasions when children are not fully stimulated, which results in disputes.
- The manager is knowledgeable and understands how children learn and develop. However, as she works directly with the children for the majority of the time, she is unable to coach and mentor staff effectively, which results in variable teaching. For example, staff use letter sounds which are not phonetically correct. This means that children are not prepared well enough for their next stage in learning.
- Staff have limited opportunities to engage in training and professional development. This has an impact on their understanding of the curriculum. At times, staff are not sure of the learning intent of activities. This means that the quality of education is not at a consistently good level.
- There is a good key-person system in place which supports warm relationships between staff and children. Staff know children and their families well and they engage in conversations about children's home lives. This helps most children to feel a sense of belonging in the setting.
- Children participate in practices that promote healthy lifestyles. For example, they clean their teeth each day at the setting and participate in daily exercise. In addition, parents are provided with leaflets about good dental care. This helps to

promote good oral health.

- Children are developing their physical skills. For example, they climb the ladders on the slide competently and use pencils to make marks. This supports them in developing increasing control when navigating equipment and handling tools.
- Parents are complimentary about the setting and describe the relationships between staff and children as a particular strength. Some parents outline how staff's good knowledge of their children has helped to identify the need for additional support. This supports consistency in meeting children's needs.
- Staff support children to learn mathematical concepts. For example, they talk about bigger and smaller pieces of corn on the cob when they are playing in the kitchen area. This helps children to learn about size.
- Children have the opportunity to be creative. They can select from paint, glue, paper and other craft materials to experiment with what they want to make. This allows children to express their own ideas.
- Children learn that print can be used for a variety of purposes. For example, they recognise their own name on their tray and peg and enjoy listening to stories. This supports them to develop their literacy skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff supervise children well, which helps to keep them safe in the setting. They identify possible hazards and put in place measures to reduce potential risks. Staff have a good knowledge and understanding of the signs and symptoms of abuse, which helps them to recognise any potential concerns. Staff know how to respond if they are worried about children in their care. They are clear about the procedure to follow if they are concerned about the conduct of a member of staff. The manager understands safe recruitment and undertakes checks to ensure staff are suitable to work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
coach and mentor staff so that they can continuously improve their practice	07/04/2023
provide a programme of professional development in order to improve the quality of education to a good standard.	07/04/2023

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

- ensure the curriculum is implemented effectively and improve the quality of teaching so that children are fully stimulated and engaged in deep levels of learning.

Setting details

Unique reference number	500147
Local authority	Manchester
Inspection number	10279965
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	2 to 4
Total number of places	24
Number of children on roll	25
Name of registered person	Moston Methodist Church Committee
Registered person unique reference number	RP527886
Telephone number	0161 688 4482
Date of previous inspection	20 September 2017

Information about this early years setting

Moston Methodist Church registered in 1990. It opens Monday to Friday, during school term times. Sessions are from 9.15am until 3.30pm. There are four members of childcare staff. All hold appropriate early years qualifications at levels 2 and 3. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Ryan

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 nursery.
- 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 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 manager about the leadership and management of the setting.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views on the setting with the inspector.
- 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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