

Inspection of The Stables Day Nursery Swinton Ltd

348 Moorside Road, Swinton, MANCHESTER M27 9PW

Inspection date: 7 June 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 Inadequate

What is it like to attend this early years setting?

The provision is good

Children enter the nursery happily and ready to engage in learning. They display good levels of confidence and self-esteem. Encouraged and supported well by the staff, children behave well and develop good self-care skills and independence.

Since the last inspection, the leadership and management team has designed a well-sequenced curriculum. It helps children to build on what they already know and can do and make good progress. In addition to other experiences, staff purposefully provide children in each age group with daily access to dough, sand, water, outdoor space, books and songs. Staff carefully plan these experiences to help each child to build on their skills and what they learned previously. For example, babies enjoy the sensory feel of dough, toddlers experiment with flour and water to make dough and older children make pizzas from dough. Children enjoy a wide range of sensory play. For example, babies experience the feel of lime and lemon slices in water. Older babies scoop rice crispies into bowls with spoons.

Children are well prepared with essential skills to move up from the baby room, through each age group in the nursery and on to school. Staff work closely with parents to actively seek early help for children when needed. This enables children, including those with special educational needs and/or disabilities and those who receive funding, to make good progress.

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

- Following a review of all aspects of practice, leaders, managers and staff have worked together well to improve the quality of care and education. They have a clear view of their strengths and are working through plans to build further on their good practice.
- Children enjoy stories read well by staff and look at books to seek information. For example, children learn the names of dinosaurs and whether they have a plant- or meat-based diet. They use their new knowledge well while playing imaginatively.
- Staff model language well and repeat key words. Core books and songs are identified for each age group, which staff share with children repeatedly. This repetition helps children to develop good speaking and listening skills. Staff also help to build up children's mathematical language and skills while they play. Toddlers talk about big and little while comparing the size of the toy animals in the water. Older children use words, such as massive, to describe the size of dinosaurs. They count the number of scoops taken to fill different-sized containers with sand.
- Some experiences support children to recognise the similarities between themselves and others. Staff link some activities to calendar events. For

example, for Pride Month, children look at books featuring different families and draw their own families.

- Managers increasingly observe staff's practice and provide regular feedback on their performance. They are beginning to focus on staff's individual professional development. Since the last inspection, the focus has been on training, such as behaviour management, to benefit the whole nursery. For example, staff make more consistent use of ways to help identify the triggers for any unwanted behaviour. They encourage children consistently to use 'kind hands' and indoor voices and to follow these and other 'golden goals'.
- Staff ensure children's beds and any comforters required are ready when needed. This, and listening to soothing music as they fall asleep, helps children to feel emotionally secure. Some children sleep outdoors, as part of a trial following research on the benefits of sleeping in the fresh air.
- Staff follow strong procedures for children who have allergies and special dietary needs. Children are provided with healthy meals and snacks. They talk about healthy eating, why they need to drink water and how regular exercise keeps them physically fit.
- Children form secure attachments to their key person and other staff members who know them well. When children move up to the next age group, they take with them a full report of their interests and abilities. Good use is made of this information to help children to continue their learning journey.
- Parents speak positively about the staff, how much their children enjoy attending and the progress they are making. They receive photographs and exchange information regularly through an electronic system. Increasing use of displayed information helps to inform parents about the nursery policies and the planning. Managers are beginning to request more information about children's home experiences, so they recognise and close any gaps in their learning more swiftly.

Safeguarding

The arrangements for safeguarding are effective.

Strong recruitment, vetting and induction help to check the suitability of staff working with children. Staff train in safeguarding as part of their induction and keep their knowledge up to date through regular refresher training. They understand how to identify and report child protection concerns. They follow the nursery's health and safety procedures, which include a password system for the safe collection of children. Accidents are logged appropriately, and parents informed. The manager audits accident records monthly to identify any causes and prevent a recurrence where possible. Staff check for hazards and the level of ultraviolet rays as part of their daily risk assessment. They remind children to rest in hot weather and to drink water to stay hydrated.

What does the setting need to do to improve?

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

- strengthen the link between observation of practice and the support, coaching and training provided to improve staff's skills to the highest level
- exchange information even more effectively with parents to support continuity in children's learning.

Setting details

Unique reference number	EY452380
Local authority	Salford
Inspection number	10271359
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	52
Number of children on roll	105
Name of registered person	The Stables Day Nursery Swinton Limited
Registered person unique reference number	RP905200
Telephone number	01617943339
Date of previous inspection	12 December 2022

Information about this early years setting

The Stables Day Nursery Swinton Ltd registered in 2012. The nursery employs 22 members of childcare staff. Of these, five hold appropriate early years qualifications at level 2, 12 at level 3, and one has early years teacher status. The nursery opens Monday to Friday from 7.30am to 6pm, all year. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynne Naylor

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation.
- The management team and the inspector completed a learning walk together.
- A joint observation was carried out by the inspector and one of the managers.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- Meetings were held with the leadership and management team.
- The inspector looked at a sample of the nursery's documents. This included evidence about staff suitability and training.

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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