

# Inspection of Old Crofts Bank Nursery School

14 Old Crofts Bank, Urmston, Manchester M41 7AA

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Inspection date: 21 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children happily enter this warm and welcoming nursery. They are pleased to see their friends and are quickly absorbed into their play. Children are extremely well behaved. They are kind and polite to staff and their friends. This is because staff are positive role models, who treat the children with respect. Children are inquisitive and have a thirst for learning. They show curiosity as they explore the good range of activities on offer. Babies thoroughly enjoy sitting with staff as they explore books. Older children sit beside their friends to read together. They learn that books are for gathering information, as well as for telling stories. Pre-school children are keen to search for insects in the garden. Children are then challenged by staff to relate what they find to an earlier story.

Children are safe here because staff build positive relationships with them. Babies go to staff for comfort when they feel unsettled. Children learn to be independent from an early age. Older children see to their own toileting needs and help to set the table for lunch. This independence helps them prepare for the next stage of their learning. Children enjoy spending time with their friends. They work collaboratively to build the train track, providing guidance on the design to their friends.

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

- The manager is key to ensuring that children receive a carefully balanced and sequenced curriculum. This enables children to make progress. However, on a small number of occasions when rooms come together, staff do not always consider the impact this has on ensuring all children's needs are met. This means that children's learning is interrupted, and for some children, their learning needs are not fully met.
- Effective management systems are in place. This means that staff get the right training and support to fulfil their roles. The recent staffing changes are working well, and the teams are bonding. The refurbished pre-school room provides new and exciting learning opportunities. For example, the introduction of reclaimed and vintage resources has sparked children's curiosity and investigative skills.
- Children's behaviour is exemplary. They say 'please', 'thank you' and 'excuse me' at appropriate times. They are sensitive to the needs of their friends. For example, they move aside so that children with special educational needs and/or disabilities (SEND) can gain better access to activities. Children know what they have to do when the alarm sounds. Ultimately, children have high levels of respect for others and have a clear understanding of why rules are in place.
- Children love to hear and use new words. Younger children attempt to say the word 'hippo'. Older children talk enthusiastically about and name various insects, such as dragonflies and stag beetles. This provides a solid foundation for future

learning, as children become confident communicators. However, on a small number of occasions, staff do not give children sufficient time to respond. This creates stilted conversations. Sometimes, staff working with younger children do not model the correct pronunciation of words. This hinders children's communication and language skills.

- Children learn about good health and hygiene. They understand the importance of washing their hands after going to the bathroom and before meals. Children explained that they need to wear sun cream to protect them from the sun, as 'it is hot today'. This helps children to stay fit and well.
- Children enjoy outdoor learning. They develop good coordination and balance as they negotiate balance beams and a trim trail. Babies gain confidence to crawl and pull themselves up on furniture. Consequently, they develop the strength and muscles to walk unaided.
- Children develop an understanding of early mathematical concepts. They have lots of opportunities to count and recognise shapes and numerals. Furthermore, they learn about positional language as they complete yoga movements.
- Support for children with SEND is carefully considered. Staff make reasonable adjustments to the environment to ensure that all children have equal access to activities. Staff work closely with parents and professionals to ensure children get the right support. As such, children reach their full potential.
- Staff build positive relationships with parents. Parents are complimentary about the care and support their children receive. They comment that staff are kind and caring and provide lots of interesting activities.

## **Safeguarding**

The arrangements for safeguarding are effective.

Effective risk management strategies are in place and help to keep children safe. Children develop an awareness of their own safety. They help to count each other in and out of the rooms to ensure everyone is present. Children provide reminders to their friends about how to use equipment safely. Staff have a good understanding of safeguarding practices and receive regular training. This ensures that swift action is taken should any concerns arise about a child or a colleague. Robust recruitment practice ensures that children are cared for by suitably vetted staff. Consequently, children are cared for in a safe environment.

## **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 understanding of how to consistently support children's communication and language development through high-quality interactions
- plan ways to ensure the specific learning needs of the youngest children continue to be met when in larger groups.

## Setting details

<b>Unique reference number</b>	2715175
<b>Local authority</b>	Trafford
<b>Inspection number</b>	10296784
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	86
<b>Number of children on roll</b>	92
<b>Name of registered person</b>	Storal Nurseries Limited
<b>Registered person unique reference number</b>	RP524868
<b>Telephone number</b>	0161 7487767
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Old Crofts Bank Nursery School re-registered in 2023. The nursery employs 12 members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, seven at level 3, one at level 4, and two at level 6. One member of staff holds early years professional status. The nursery opens Monday to Friday, from 8am until 6pm, all year round, with the exception of bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Chris Scully

## 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 their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector conducted a joint observation of group activities with the manager.
- The inspector spoke to parents, read written testimonies, and took their views into account.
- The manager showed the inspector 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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