

Inspection of Martenscroft Nursery School and Sure Start Children's Centre

Martenscroft School, 33 Epping Street, MANCHESTER M15 6PA

Inspection date: 12 July 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children arrive at the nursery with big smiles. Staff greet children and help them to separate from their parents. They respond sensitively to children's needs and offer them a cuddle for reassurance if they are feeling sad. This helps children to settle and feel safe. Children benefit from building relationships with the staff and their friends. For example, children seek out the staff when they have made a tower with the building blocks. Staff acknowledge their achievements by responding with positive praise. This helps to boost their self-esteem. Additionally, children work together and take turns to pour water down the tube. They smile and help each other and show respect as they share resources. Overall, children's behaviour is good. They understand the boundaries set within the nursery.

Staff set high expectations for children. They benefit from learning opportunities to support their physical development. For example, older children use the small muscles in their hands and fingers as they push dough through a garlic crusher. Younger children balance carefully along the balance beams, and the babies have learned the skill to tip and pour. This supports children to develop good physical skills, such as core strength and coordination.

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

- Leaders have built a curriculum that focuses on what they want children to learn. Additionally, staff know their key children well, including their next steps in learning. However, on some occasions, staff do not always implement these next steps into the experiences they provide for children. As a result, children's individual learning needs are not always fully captured, and some children do not sustain high levels of concentration.
- Staff are good role models to children and support children's understanding of personal hygiene. For example, they quickly attend to younger children's personal needs, such as wiping their noses. Furthermore, older children independently wash their hands after playing outdoors. This helps children to further develop their independence skills.
- Books and rhymes are a core part of this nursery. Children show excitement as they listen to stories read by staff, who read in an engaging tone of voice. Younger children benefit from rhymes and songs as they wash the babies in the water tray. They join in with the actions and sing along. As a result, children begin to develop a love for reading.
- Children's communication and language are well supported within the nursery. Some staff model language and introduce new vocabulary, such as 'scoop', 'mix' and 'squeeze', for children to listen to and copy. This helps to broaden children's growing vocabulary.
- Leaders have a clear vision for the nursery and strive for improvement. They

self-reflect and, in the main, support staff with their development. Staff keep up to date with their mandatory training. However, due to the COVID-19 pandemic and a significant change in the leadership team over the last couple of years, professional development for staff has not been focused sharply enough on supporting them to help children to consistently and coherently build on what they already know and can do.

- Leaders are keen to support parents with their children's learning and development. They provide parent evenings for parents to discuss their child's learning with their key person. This keeps the parents up to date about their child's development. Additionally, they provide workshops for parents to attend and encourage parents to take books home from the library. As a result, parents understand how to extend learning at home.
- Children learn about the diverse community they live in. They are provided with experiences within the wider world. A visit from the local farmer helped children to learn about how to care for animals. Furthermore, children learn about their community, including the different types of 'homes' and what they look like. This helps children to develop a sense of belonging.
- Leaders and staff work collaboratively to identify the children who require additional support and early intervention. They have procedures in place to help children and their families and reassure them by offering support. As a result, children with special educational needs and/or disabilities (SEND) make good progress from their starting points.

Safeguarding

The arrangements for safeguarding are effective.

The nursery premises are safe and secure. The front door is locked and monitored by staff to ensure children are kept safe. Staff demonstrate a good understanding of their role and responsibilities to keep children safe. They are aware of the signs of abuse and the procedure to follow within the nursery should they have a concern about a child. Additionally, staff are aware of the procedure to follow regarding an allegation about a staff member or leader. They ensure that the environment is safe for children to play and inform parents of any accidents. This all helps to keep children safe from harm.

What does the setting need to do to improve?

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

- strengthen the implementation of the new curriculum and planning, supporting staff to develop a secure understanding of all children's learning intentions and next steps
- focus the professional development of staff more sharply on supporting children to consistently build on what they already know and can do.

Setting details

Unique reference number	EY294455
Local authority	Manchester
Inspection number	10285338
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 2
Total number of places	142
Number of children on roll	135
Name of registered person	Martenscroft Nursery School and Sure Start Children's Centre Governing Body
Registered person unique reference number	RP525045
Telephone number	0161 226 1266
Date of previous inspection	3 October 2017

Information about this early years setting

Martenscroft Nursery School and Sure Start Children's Centre registered in 2005. The nursery employs sixteen members of childcare staff. Of these, seven staff members hold a relevant level 3 early years qualification, and three staff hold a level 4, level 5 and level 6 qualification. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 5pm. The nursery supports a number of children who speak English as an additional language and those with SEND.

Information about this inspection

Inspector
Danielle Kelly

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 headteacher and has taken that into account in their evaluation of the nursery.
- The headteacher, head of childcare, and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and the children.
- The inspector spoke to several parents during the inspection and took account of their views.

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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