

Inspection of Bearnecessities Wrap Around Care @ Abraham Moss

The Bungalow @ Abraham Moss, Abraham Moss Centre, Manchester M8 5UF

Inspection date: 29 September 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 Good

What is it like to attend this early years setting?

The provision is good

Staff are kind and caring in this setting. They build affectionate bonds with the children, who thoroughly enjoy attending this welcoming setting. Staff know the children well and are attentive to their needs. This helps children to feel safe and secure. Children settle well; they are comfortable and at ease. Children explore the environment with confidence and make choices about their play.

The nursery is highly inclusive and welcomes children from diverse backgrounds. Staff ensure that resources and displays represent a variety of cultures and communities. Consequently, children develop their understanding of different people and ways of life. Staff find out about children's experiences at home and ensure that these are included in the curriculum. For example, children celebrate religious and cultural events together. This helps all children to value their uniqueness.

Staff are good role models and have high expectations for children's behaviour. They teach children to play cooperatively together and learn to share and take turns. Children display a positive attitude towards their learning. For instance, children concentrate as they use their fine motor skills to pick up small objects from the sensory tray. They take turns and applaud themselves when they have mastered it.

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

- Staff develop children's communication skills well. They use children's favourite stories to broaden their growing vocabulary. Children who speak English as an additional language are well supported. Staff use simple sentences, flashcards and gestures to support children's understanding. Parents share words from their home language, and staff use these well to help children understand. This helps all children to achieve a good understanding of English and develops their speech over time.
- Staff organise routines and activities to respond to the children's needs. This helps children to have opportunities to be curious and inquisitive as they play, both indoors and outdoors. However, on occasion, during some parts of the routines, staff do not consistently organise activities in a way that sparks children's interests. This means that some children are occasionally distracted and do not remain highly engaged in their learning.
- Children with special educational needs and/or disabilities are supported to make good progress. Staff are very quick to identify where there are gaps in children's development. They work closely with parents and the nursery's special educational needs coordinator, as well as outside agencies. This ensures that appropriate targets are in place to help close gaps in children's learning quickly.

- Partnerships with parents are effective. The management team and staff encourage their engagement in their child's learning. For example, they invite parents to join stay-and-play sessions and regularly review their child's progress with them. Parents speak highly of the nursery and say they are extremely happy with their children's progress.
- Staff have a detailed knowledge and understanding of each child's progress and, overall, use this information well to plan for children's learning. However, at times, staff do not use this information to plan learning experiences for children that directly reflect their individual learning needs. This means that the curriculum is not always precisely targeted to build on what children already know and can do.
- Staff prepare varied and nutritious snacks and meals for the children. They support children with how to carry out some manageable tasks for themselves. For instance, at snack time, the children choose and peel their own fruit; they pour their own drinks and understand how to clear away. This helps to extend children's independence and skills in preparation for school.
- Children follow effective behaviour expectations. Staff model using manners, and children repeat these throughout different routines during the day. They show respect to staff and their peers and show an understanding of how their behaviour affects others.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a good understanding of their safeguarding responsibilities. They know the signs that could indicate a child is at risk of harm or abuse, including if children or parents are being radicalised. They are fully aware of the procedures to follow if they have a concern about a child or member of staff. Safer recruitment procedures are effective. The premises are safe and secure, and no unauthorised persons can gain access. Staff make risk assessments of all areas of the premises to ensure that any risks are removed to keep children safe.

What does the setting need to do to improve?

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

- review the organisation of routines and activities, particularly for the older children, to sustain their interests and help them become more highly engaged in their learning
- help staff to use their knowledge of each child's targets to plan learning experiences that precisely reflect children's individual development needs.

Setting details

Unique reference number	EY491055
Local authority	Manchester
Inspection number	10301473
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	40
Number of children on roll	14
Name of registered person	Bear Necessities Day Care Ltd
Registered person unique reference number	RP910939
Telephone number	0161 795 3111
Date of previous inspection	23 January 2018

Information about this early years setting

Bearnecessities Wrap Around Care @ Abraham Moss registered in 2015. It is situated in the Cheetham Hill area of north Manchester. The setting offers sessional care, Monday to Friday, from 9am until midday and from 12.15pm until 3.30pm, term time only. There are three members of staff who work directly with the children. Of these, two have appropriate early years qualifications at level 3, and one holds an appropriate early years qualification at level 4.

Information about this inspection

Inspector

Liz Thomson

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 completed a learning walk with the inspector and talked about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times throughout the inspection and took account of their views. She spoke with children about their time at the nursery.
- The manager carried out a joint observation with the inspector.
- The inspector took account of parents' views through verbal and written feedback.
- The inspector looked at relevant documents and reviewed evidence of the suitability of staff working at 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023