

Inspection of Tinytots@Emmanuel Centre

Emmanuel Centre, 174 Langworthy Road, SALFORD M6 5PN

Inspection date: 21 November 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	Good
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What is it like to attend this early years setting?

The provision is good

Children have a lovely early years experience at this nursery. Staff provide a warm and nurturing environment in which children are eager to learn. They are very attentive to children's individual needs. Staff gently cuddle and sing to children who are upset, promoting their emotional well-being. Children are well settled and very happy. Staff have clear expectations for sharing and turn taking. They model excellent manners and respectful interactions, which children copy. This helps children to understand what is expected of them and contributes to their good behaviour.

Staff implement a curriculum that is focused sharply on promoting children's communication and language development. They provide targeted learning sessions to support those children with special educational needs and/or disabilities (SEND) and those who speak English as an additional language. Babies progress from babbling, to learning animal names and making the corresponding animal noises. Older children learn the words and actions to familiar songs and rhymes. Staff implement signing across the nursery to further support those children who do not yet communicate verbally. Children skilfully remember lots of signs and use these throughout their independent play. All children are making good progress from their individual starting points.

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

- Managers have a good understanding of what they want children to learn. They have clear intentions and share these with the staff team. The curriculum is focused on what children need to learn next and sequenced effectively across the nursery. This helps to ensure that children are well prepared for the next stage of their learning.
- Robust procedures are in place to monitor children's development. Staff use what they know about children to form accurate and achievable next steps in learning. Managers use additional funding, such as early years pupil premium, wisely to support the development of individual children. This helps to narrow the gaps in learning and support children who may be at risk of falling behind.
- Support for children with SEND is well embedded. The special educational needs and disability coordinator (SENDCo) implements targeted learning plans swiftly when staff have developmental concerns about children. She makes timely referrals to outside agencies when necessary and works closely with other professionals. Children with SEND benefit from knowledgeable practitioners, who get to know their unique needs well.
- Children are developing positive attitudes to learning. Older children are motivated to take part in group activities, such as dough modelling, and show perseverance as they practise new skills. However, occasionally, larger group

activities are not always adapted well enough, particularly for those children who speak English as an additional language. Consequently, some children disengage and become distracted.

- Staff provide lots of opportunities for children to develop their independence skills. Children wash their own hands, pour drinks and skilfully use knives to butter their own crackers. They are learning to self-serve at lunchtime with some hand-over-hand support from staff when needed. Children are developing important skills needed for their eventual move to school.
- Children enjoy exploring the outdoor area. They practise climbing, balancing and building their core strength on the scooters and bicycles. Staff encourage children to access story books and mark-making equipment in the outdoor area. This helps to support the literacy development of those children who prefer to learn outdoors.
- Managers place high priority on working with parents. They collect a wealth of information from parents when children first start to help them plan appropriately from the beginning. Parents attend parents' evening and stay-and-play sessions throughout the year. They receive information about children's development and how they can extend next steps at home. This helps to provide continuity in children's care and learning.
- The provider and newly appointed managers are passionate and truly dedicated to their roles. They have some arrangements in place for the supervision and coaching of staff. Managers observe staff practice and provide feedback. However, feedback is not always specific enough to help less-experienced staff to improve their knowledge and skills further. Consequently, there are some inconsistencies in the quality of education across the staff team.

Safeguarding

The arrangements for safeguarding are effective.

The managers and their staff team have a good understanding of how to keep children safe from harm. They know the signs and symptoms of abuse and how to refer concerns about children's welfare. Staff know how to refer concerns beyond the senior leaders if necessary. Managers implement safe recruitment procedures to ensure that staff are suitable to work with children. They are alert to safeguarding issues that are prevalent in the local area, such as county lines and female genital mutilation. This helps them to target their training needs and stay up to date with concerns in the area.

What does the setting need to do to improve?

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

- adapt larger group activities, particularly for children who speak English as an additional language, to help them engage more purposefully

- provide more specific performance feedback, particularly to less-experienced staff, to raise the quality of education to the highest level.

Setting details

Unique reference number	EY438708
Local authority	Salford
Inspection number	10301459
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 3
Total number of places	26
Number of children on roll	42
Name of registered person	Tinytots Vision Ltd.
Registered person unique reference number	RP905351
Telephone number	01617364777
Date of previous inspection	18 January 2018

Information about this early years setting

Tinytots@ Emmanuel Centre registered in 2011. The nursery employs 11 members of childcare staff, of these, 8 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 7.45am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kayte Farrell

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 managers and has taken that into account in their evaluation of the setting.
- The managers gave the inspector a tour of the setting and discussed how the curriculum is planned and implemented.
- The inspector observed the quality of education indoors and outdoors and evaluated the impact on children's learning.
- Discussions were held with staff, parents and children at appropriate times throughout the inspection.
- Leadership and management discussions were held with the provider and managers throughout the inspection. The inspector checked documents relating to the suitability of people working on the premises. They checked qualification certificates and paediatric first-aid certificates.

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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