

# Inspection of Winstanley Day Nursery

Winstanley Road, MANCHESTER M40 7WN

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Inspection date: 28 November 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

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

### **The provision is outstanding**

Children experience a superb early education at this special nursery. Leaders expertly guide staff to deliver a high quality of education and care. This helps children to quickly develop a love of learning. Staff encourage children to develop positive attitudes to learning. This enables children to gain the skills that will equip them for twenty-first century life. Staff excel in fostering caring relationships with children and their families. For example, staff take time to joyfully welcome children every day. Staff engage in thoughtful conversation with children. All staff take an interest in what children have to say, and how they feel. This helps every child to fully participate and feel valued. As a result, all children have high levels of well-being.

Children have many opportunities to develop and practice their skills and knowledge. For example, toddlers explore squeezing oranges during their play. Later they use their well-developed fine motor skills to crack eggshells and whisk ingredients as they follow instructions to make a cake. Staff expertly support learning. They observe children and promote development through skilful interactions. Consequently, consistent learning is established.

Adults model cooperative and social behaviour beautifully. This helps children demonstrate compassionate behaviour towards one another. For instance, children embrace one another with hugs. Furthermore, children listen intently to each other's ideas and patiently wait their turn to shine the torch.

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

- Leaders use their knowledge of the children and the wider community to create and deliver an aspirational curriculum. The curriculum encompasses current and relevant issues. For instance, children learn about the need to conserve our world as they recycle. They have fun learning to make pizza dough during the settings very own 'jobs fair'. Children are well prepared for their future.
- The learning programme is precisely planned and implemented by the staff team. Staff adapt their practise to ensure that all experiences offer the right amount of support and challenge for every child. For example, the book of the month is carefully chosen to support learners at all stages. Staff help children to learn the key vocabulary of 'Brown Bear, Brown Bear' before progressing to learn facts about bears. Children build knowledge sequentially.
- Children's behaviour and attitudes towards others is exemplary. This is a result of the nurturing connections staff use to help children understand feelings. Staff consistently talk to children about how they feel. They explain to children what they can do to express their emotions appropriately. Children learn how to manage their behaviour at an early age.

- Staff encourage children to develop personal responsibility. For example, all children learn to manage dressing, tidying up and washing their hands. This is because staff join children in their play and model effective strategies to manage these tasks. Children learn how to look after themselves.
- Children with special educational needs and/or disabilities are very well supported. The special educational needs coordinator is passionate about her role. She understands the requirements of the code of practice. She works effectively alongside parents and/or carers and external agencies, such as a local special school, to provide children with tailored education plans. This means all children make good progress in their learning and development.
- The development of communication and language is given the highest priority. Staff understand how the use of daily rhymes, books and interactions supports children's speech, language and communication. Children engage in these activities with huge enthusiasm because staff capture their attention with exciting voices, props and resources. Children's excellent development of language underpins their excellent progress in all areas of learning. For example, older children demonstrate that they can confidently use mathematical prepositions for a toy who is hiding.
- Staff and children together learn in harmony about the diverse world in which we live. Celebrating relevant cultural events is promoted effortlessly. For example, staff help children to learn about Romania Day. Additionally, staff encourage parents to record nursery rhymes in their home languages. These are played in the nursery for all children to enjoy. Families are welcomed into the setting to share their heritage. These strategies enable children to develop understanding and mutual respect for all.
- Parents truly value the support they receive from the exceptional staff team. For example, they join in with nursery events with enthusiasm and relish the abundance of information shared with them. The staff equally value the contributions that parents make to the setting. This partnership approach promotes lifelong development for the children.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand the integral part they play in safeguarding all children from potential harm. They know children and families very well. This helps them to identify any causes for concern relating to abuse or neglect. The leaders ensure that they know who to contact should they be concerned about a child's welfare or about the behaviour of another adult. The curriculum supports children to learn how to keep themselves safe. For example, children are taught how to use knives appropriately to prepare fruit. In addition, parents are provided with relevant information about the potential dangers of children using the internet. This helps to keep children safe.

## Setting details

<b>Unique reference number</b>	EY473668
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10295517
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 3
<b>Total number of places</b>	64
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Wise Masterbuilders Childcare Limited
<b>Registered person unique reference number</b>	RP902788
<b>Telephone number</b>	01612057933
<b>Date of previous inspection</b>	6 December 2017

## Information about this early years setting

Winstanley Day Nursery registered in 2013. The nursery is situated in Miles Platting, Manchester. The nursery employs twelve members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, six hold level 3 and two hold level 2. The nursery opens Monday to Friday, from 7.30am until 6pm all year round, except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Lois Hulley

## 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 managers and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 carried out a joint observation of a communication and language activity with the curriculum manager.
- The curriculum manager and the inspector carried out a joint observation during snack time.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Parents shared their views of the setting with the inspector.

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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