

# Inspection of Bearswraparound Care Services @ Mount Carmel RC Primary School

The Hut, Hunt Street, Off Russet Road, Blackley, Manchester M9 8AT

---

Inspection date: 12 March 2024

---

**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 create a warm and welcoming environment. They are dedicated practitioners who care deeply about the children and families they support. Staff know each child incredibly well. They gather detailed information about children's unique needs from the outset. This means that children are supported effectively to settle and begin to learn from the start. Children demonstrate that they feel happy and safe in the familiar, homely surroundings. Positive and nurturing relationships are developed with staff. This helps children to develop confidence and a sense of security.

The unique curriculum is based upon children's individual next steps in learning. Staff understand what children find interesting. They use their individual interest to motivate them as they play. For example, children's interest in cars is used to encourage them to join in more creative and messy play activities, such as painting. Opportunities, such as this, help to develop children's hand muscles in readiness for early writing.

Staff are committed to ensuring that all children make progress from their starting points. They support children to understand their feelings and manage their behaviour appropriately. Gentle reminders are used when some behaviours are unwanted. Children play cooperatively together and behave well. This contributes to a harmonious atmosphere in the nursery and, overall, enables children to make the most of the learning opportunities provided.

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

- The nursery manager is clear in what she intends children to learn while attending the nursery. The staff team offer children a full range of carefully planned learning opportunities in the indoors. However, staff do not consistently give the same consideration to opportunities outdoors and these are less well established. This means that at times, children who prefer to learn in the outdoors are not as well supported.
- Staff carefully monitor the progress each child makes. This enables them to identify and swiftly address any emerging gaps in children's learning and development. The provision for children with special educational needs and/or disabilities (SEND) is a strength. The extremely knowledgeable SEND coordinator is deeply committed to working in partnership with any outside agencies involved in the care and development of children. Children quickly get the individual support they need to make good progress over time.
- Children develop close bonds with all staff. They seek staff out for cuddles when needed and listen carefully when following instructions. Children have fun with the staff. For example, they giggle as staff pretend to be a customer who would

like a cup of tea during role-play activities. Opportunities like these help to build children's confidence and communication skills.

- Staff plan a range of activities and entice children to join in. They talk to children about what they see them doing during activities and skilfully introduce new words in order to extend their growing vocabularies. For example, while making fruit kebabs staff introduce words such as pineapple and strawberry as children investigate what the different fruits taste like. Children practise repeating the new vocabulary. This strategy is particularly effective at enhancing the communication skills of children who are learning English as an additional language.
- Staff appreciate the consideration that the manager gives to their well-being. They recognise the little gestures she makes that mean staff feel appreciated. The manager monitors staff in their roles. She observes staff and plans targeted training opportunities. That said, the manager does not consistently identify aspects of staff teaching that can be improved further in order to raise the quality of teaching to the highest level.
- Parents speak highly of the staff team. They value the updates staff provide on children's progress and next steps in learning. Staff provide ideas and suggestions as to what parents may do with their children at home. This helps parents to successfully contribute to their child's learning and helps to ensure a consistent approach to children's care.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

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

- support staff to be clear in what they intend for children, particularly those who prefer to play outside, to learn as a result of the opportunities provided
- build on the systems for assessing the performance of practitioners and focus more sharply on helping them to develop their teaching skills to the highest level.

## Setting details

<b>Unique reference number</b>	EY340796
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10317162
<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>	2 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Bear Necessities Day Care Ltd
<b>Registered person unique reference number</b>	RP910939
<b>Telephone number</b>	07458 302 914
<b>Date of previous inspection</b>	18 May 2018

## Information about this early years setting

Bearswraparound Care Services @ Mount Carmel RC Primary School registered in 2006. The setting operates sessions before and after the school day for pupils attending the school, from 7.30am to 9am and from 3.15pm to 6.30pm. The provision for children aged two to three years operates 9.30am until 2.30pm on Tuesday, Wednesday and Thursday. The setting also provides care from 8am to 6pm in school holidays for 13 weeks of the year. The setting employs five members of childcare staff, all of whom hold a qualification at level 2 or above.

## Information about this inspection

### Inspector

Denise Farrington

## 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 and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to 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 a group activity with the manager.
- Parents shared their views of the setting with the inspector during the inspection.
- 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024