

Inspection of Moston Methodist Church

Moston Methodist Church, Moston Lane, Manchester, Lancashire M40 9PA

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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Since the last inspection, leaders have improved the training and professional development opportunities for all staff. Leaders have introduced supervision arrangements for staff, which provides them with an opportunity to reflect on the previous term and to set tailored goals for the coming months. This ensures that staff are continuously improving their practice and enhancing the outcomes for children. Staff have clear, age-appropriate rules and boundaries in place, which children understand and follow. Children behave well. They are polite and use their manners well. Staff support children to learn how their behaviour may affect others. Children are developing positive attitudes to learning.

Staff support children to make play dough. They explore the different textures of the ingredients, such as the dry flour and how this changes as they add water. This supports children to develop their sensory skills. Children use their hands and tools to mould the finished play dough to create different shapes. Staff support children's communication and language development through storybooks, singing, good-quality interactions and modelling new vocabulary. Children enjoy a 'story of the week', which they listen to as a group. Some children revisit the story throughout the session independently and with the support of staff. This helps to reinforce the key messages in the story.

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

- Leaders have devised an ambitious curriculum that is well sequenced to build on what children already know and can do. Learning experiences are tailored to meet children's individual needs. This supports children to develop good levels of engagement in activities.
- Staff are always close by to support children with their learning and development. Staff engage in conversations with children. However, staff do not always encourage children to think critically and to problem-solve. Instead, they ask lots of closed questions. Although this reaffirms what children already know, it means that they are not always introduced to new ideas and interests to fully extend their experiences.
- Staff help children to learn some ways to keep themselves healthy. Children engage in a physical activity at start of the session, where they use beanbags to practise their balance and coordination. Children have great fun moving their bodies in different ways. This also supports them to listen and follow simple instructions, which further promotes their communication and language development.
- Staff support children to develop their independence skills. Children dress and undress themselves. For example, they put on their own waterproof clothing ready for outdoor play. Children self-select their snack, which is a choice of

whole fresh fruit and either milk or fresh drinking water. This also supports children to learn about healthy food choices. Children tidy up after their snack and put food waste in a clearly labelled bin. They are learning about recycling.

- Children have ample opportunity to play outdoors in the secure play area. They have fun moving their bodies in different ways, such as through running and using the slide. Staff provide different obstacles for children to play with, such as crates. This supports them to develop their physical skills.
- Leaders and staff support children with special educational needs and/or disabilities (SEND) well. They are aware of children's individual needs and have tailored plans in place to support these. The special educational needs coordinator has a secure knowledge and understanding of how to make referrals for children with additional needs. This ensures that children get early help and make good progress in their learning.
- Partnerships with parents are secure. Parents come into the setting for a review each term. This ensures that parents are kept up to date with their children's learning and development. Staff provide parents with regular feedback during handover to ensure that key information is shared.
- Leaders and staff have established strong links with other settings, such as the schools which children will attend. They provide schools with a 'transition passport', which provides key information about the child to support the new setting to meet their needs from the start. Staff involve parents in this process, which creates a consistent approach for children.
- Leaders use additional funding well to ensure that all children's needs are met. Staff access tailored training to ensure that they meet the needs of the children, including children with SEND. Leaders use funding to ensure that they have resources and equipment that also support children's individual needs, such as storybooks for children to share with their families.
- Leaders evaluate and reflect on the provision and staff practice. They provide constructive feedback to staff on a regular basis and through planned meetings. This helps staff to continually improve their practice and support children to achieve the best outcomes in their learning.

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:

- enhance the curriculum further to support children to build cumulatively and coherently on what they already know and can do by encouraging them to think

critically and to problem-solve, to extend their learning experiences.

Setting details

Unique reference number	500147
Local authority	Manchester
Inspection number	10285280
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	24
Number of children on roll	28
Name of registered person	Moston Methodist Church Committee
Registered person unique reference number	RP527886
Telephone number	0161 688 4482
Date of previous inspection	13 March 2023

Information about this early years setting

Moston Methodist Church has been operating since 1990. It is open from Monday to Friday, term time only. Sessions are from 9.15am to 3.30pm, except on Tuesday, when sessions are from 9.15am to 12.15pm. There are four members of childcare staff, all of whom hold early years qualifications at level 2 or 3.

Information about this inspection

Inspector

Suzanne Fenwick

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- 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.

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 2024