

Inspection of Yogurt Pots

Salford Sports Village, 325 Littleton Road, SALFORD M7 3NQ

Inspection date: 16 April 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff warmly welcome children and parents as they arrive at this safe and nurturing setting. They support children who are new, talking to them about the activities and routines. As a result, children are eager to arrive, and they settle well. Staff want children to make progress. They plan the curriculum by choosing learning experiences they know will interest children. For example, staff have observed that children enjoyed counting objects and have provided further experiences, so children can practise this skill. As a result, children are eager to engage and are motivated, and they concentrate well on their learning.

Staff have noted that the current cohort of children need support as they learn to play with other children. They plan activities to give children opportunities to play together. For example, children are encouraged to work together to fill a bucket outside. They have a tremendous time as they scoop water in cups and splash it into the bucket. Staff are well deployed so that they can support children when disagreements do occur. They praise children for good behaviour. As a result, children have learned to turn take and share. Children's behaviour is good.

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

- The manager has a clear intention to support children's independence. She works with staff to plan a curriculum that helps children to make choices for themselves as they play. For example, children independently access the learning materials they want to use. As a result, children develop independence and decision-making skills. In addition, children develop their self-care skills, such as putting on their own coat. This further supports their developing independence.
- Children with special educational needs and/or disabilities (SEND) are well supported. The manager and staff are skilled at identifying needs and offering appropriate support. As a result, children receive interventions at the earliest opportunity. In addition, the staff work closely with other professionals, for example, the community nursery nurse and speech and language therapists. This helps children to receive consistent care. Children with SEND make good progress from their starting points.
- Staff know the importance of building children's experiences to help them learn. For example, they involve children in learning experiences, such as making dough. Staff plan this to develop children's small muscles and coordination as they mix the flour and water. In addition, staff use descriptive words, such as 'mixture' and 'roll'. This helps to extend children's vocabulary. Children, including those who speak English as an additional language, make progress with their speech and communication.
- The setting has planned a consistent routine, which children are familiar with.

This helps them to anticipate what will happen next. However, staff do not always consider children's engagement at all times. For example, during some parts of the routine, children wait longer than necessary. As a result, they wander around the room and are less responsive to staff's requests.

- Staff want children to develop a love of books. They demonstrate good use of books as they read to children. For example, they show children how to turn the pages carefully. The staff have created a cosy den where children can look at books. Children enjoy using this space to read with friends. They look at the pictures on each page and talk about what might happen in the story. As a result, children are eager to look at books, and they join in group story times with enthusiasm.
- The manager plans the curriculum so that children benefit from outdoor experiences. They ride wheeled toys and use steps to stride and balance. This helps children to build their core strength. Children are delighted when they find worms in the garden, and they watch in fascination as it wriggles into the ground. Children build their experience and knowledge of nature as they play outdoors.
- Staff's well-being is a priority. For example, the manager has regular team meetings to give staff time to plan and share ideas. Staff say they are motivated and they enjoy their work. All mandatory training is up to date, and staff access a range of additional training. However, sometimes professional development is not suitably tailored to fully enhance the provision. As a result, staff's learning does not consistently lead to improved outcomes for children.
- The manager has created links with the local community. For example, she holds stay-and-play sessions at the local library. This supports parents with ideas for play and learning. In addition, she plans sessions where groups of children join older residents in the community. They work together to plant and grow seeds and vegetables. This inter-generational work helps children to learn about people in their community.

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 engage children at all times so that they remain focused and fully involved
- focus staff development sharply on continuous improvement so that learning enhances outcomes for children.

Setting details

Unique reference number	2664214
Local authority	Salford
Inspection number	10333015
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 8
Total number of places	42
Number of children on roll	20
Name of registered person	Inspiring Communities Together CIO
Registered person unique reference number	2664215
Telephone number	0161 604 7607
Date of previous inspection	Not applicable

Information about this early years setting

The nursery registered in 2021 and is located in Salford, Manchester. It is independently operated by a charity. The nursery employs five members of childcare staff, of whom three hold a relevant early years qualification at level 3 and two at level 2. The nursery opens from Monday to Friday, term-time only. Sessions are from 9am to 2pm. It also operates an after-school club and a holiday club during school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Richards

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 manager and the inspector carried out a joint observation of a group activity.
- 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.

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