

Inspection of Kirkway Nursery

Surestart, Kirkway, Middleton, Manchester M24 1FL

Inspection date: 7 May 2024

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

Staff enjoy their time with children and play joyfully with them. Children are happy and settled in the nursery. Staff get to know children well, identifying what they already know and can do. They use this knowledge to plan experiences for children that help them to make good progress in their learning and development. For example, staff recognise which emotions children are aware of and plan group-time activities and the use of books to extend that knowledge further. This helps children to develop new knowledge and understanding.

Staff have high expectations of what children are able to do. They encourage them to chop up their own fruit and butter their own bread. Children are competent at completing tasks for themselves. Staff give good explanations to children about what they are going to do. They ring a bell to let children know when it is tidy-up time. This helps children to understand the routine and what is expected from them. Staff use lots of language with children. They engage in group activities where they talk about the meanings of words. This supports children to develop their understanding of a range of words.

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

- Staff create opportunities for children to develop their personal, social and emotional skills. Children work together to control a dual bike. This supports children to build relationships with others and to communicate with each other.
- Relationships with parents are good. Staff keep parents well informed about how children's experiences in the nursery support their learning and development and they give ideas of how to continue learning at home. This helps to create a consistent approach to meeting children's care and education needs.
- Staff work closely with a range of other professionals to help children to get the support they need. They communicate well, particularly with the staff in the children's centre where they are based. This helps to meet the individual needs of children, including those with special educational needs and/or disabilities.
- Staff encourage children to understand about healthy lifestyles. Staff talk to children about what foods are good for them and which foods are not, and children participate in toothbrushing. This helps children to learn about good dental hygiene and how food affects their bodies.
- The manager supports staff by coaching them. However, sometimes, she is quick to intervene in staff practice. Although coaching is developing staff's practice, it is not fully effective at supporting staff to develop all the skills and knowledge they need. Therefore, there are some inconsistencies in interactions with children and occasions where children's learning is not fully extended.
- Staff give children lots of praise and encouragement. They recognise the efforts that children make and tell them how well they have done. Children demonstrate

confidence and good levels of self-esteem.

- Children are learning about the world around them. They enjoy making fruit kebabs where they use watermelon and blueberries, and staff encourage children to think about what fruit needs to help it grow. This supports children to learn about the growth cycle and nature.
- Staff support children to listen and follow instructions. They explain to children how to squeeze dough through their fingers and how to roll it like a snake. Children pay good attention, show good levels of understanding and copy what they are asked to do.
- Children are developing their physical skills and can competently use their fine motor skills. Staff encourage children to hold a pen and write their name. This helps children to be ready for their next stage of learning.
- Staff set up purposeful experiences where children can investigate and explore. Children enjoy tipping and pouring water into different containers and down ramps. Children test out their own ideas and experiment with what might happen.

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:

- strengthen support for staff to improve teaching in order to support children to make even better progress in their learning and development.

Setting details

Unique reference number	EY469046
Local authority	Rochdale
Inspection number	10339321
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	24
Number of children on roll	28
Name of registered person	Cosy Toes Nursery Ltd
Registered person unique reference number	RP525359
Telephone number	07743084226
Date of previous inspection	11 July 2018

Information about this early years setting

Kirkway Nursery registered in 2013. The setting employs five members of childcare staff. Of these, two hold an appropriate early years qualification at level 6, one holds a qualification at level 3, and one member of staff holds a qualification at level 2. The setting is open from midday to 6pm Monday to Friday, all year round. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Ryan

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in the evaluation of the nursery.
- 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.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and manager about the leadership and management of the setting.
- 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 joint observations of group activities with the manager.
- Parents and grandparents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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