

# Inspection of Manchester Junior Girls Creche

Manchester Junior Girls School, 64 Upper Park Road, Salford M7 4JA

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Inspection date: 13 May 2024

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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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**

Children are safe and happy at the setting. It is based on a school site and provides care for children whose parents work at the school. It forms a key part of the local community. The staff build close relationships with families, which helps them to develop strong bonds with children. Children are comfortable and settled. Staff offer cuddles and soothing words to help children transition into the setting. Older children chat freely with staff and feel confident asking for help when needed.

The long-standing staff team works well together to deliver cohesive care for children. Each staff member knows every child well. Babies and toddlers form secure attachments, which helps them to feel safe and secure. Children generally behave well and respond positively to staff.

Staff regularly take children out of the setting to explore cultural activities and nature. Children develop their skills through creative activities. For example, staff help children to create an obstacle course. Children show camaraderie as they move through it, developing their physical skills.

Staff support children to take managed risks in their play, which helps to develop their confidence and resilience. There is a strong curriculum vision that all staff follow to help children develop their knowledge and skills. Staff have high expectations for children, which helps them to make good progress.

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

- Staff know exactly what children need to learn next, and plan activities around this. They track children's progress, which helps them to make sure children move forward in their development. All children make good progress in their learning and are well prepared for the next step in their learning journey.
- Staff provide good support for children's communication and language development. For example, they narrate daily activities and introduce children to lots of new words. Children readily repeat these. This helps children to become confident and enjoy talking.
- Children are supported to develop their independence skills well. For example, older children have learned how to skilfully wash their own hands without support. This helps children to become confident in managing tasks for themselves.
- Strong daily routines support children's development. For example, toddlers take part in a circle time activity where they are supported to relax. The room is darkened, and children focus on being still and quiet. This supports children's positive mental well-being.
- Staff support children's physical development well. For example, toddlers

develop their fine motor skills as they use glue sticks and tear paper to make a tree. This supports their learning about the changing seasons. They use pegs attached to paper birds to pick up pretend twigs. They use these to make a nest, and delight as they place toy eggs into the nest.

- Some strategies are in place and used by staff to support toddlers' behaviour. For example, timers are used to support turn-taking. However, these are not fully embedded. For example, when children struggle to share, staff do not consistently support them to understand their feelings and the feelings of others. This means that children do not always demonstrate the behaviour that is expected of them.
- The setting has built positive relationships with parents. Parents comment on how well children have settled and the positive relationships they have with the staff. Parents receive weekly newsletters with ideas for what they could do with children at home. The setting sends information to parents about healthy eating and safer sleep.
- Staff take part in a variety of training to help them to support children. For example, staff who work with babies take part in speech and language training and have implemented strategies to support babies' language development. This helps staff to meet children's needs.
- Staff are highly reflective and passionate about developing the provision. They take action to address concerns following risk assessments. Staff report excellent support from the manager. They consider how to make the environment accessible to children and how they can enhance children's learning experiences.

## **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 children to understand their emotions and how their actions can affect others.

## Setting details

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| <b>Unique reference number</b>                     | EY492153                                 |
| <b>Local authority</b>                             | Salford                                  |
| <b>Inspection number</b>                           | 10335810                                 |
| <b>Type of provision</b>                           | Childcare on non-domestic premises       |
| <b>Registers</b>                                   | Early Years Register                     |
| <b>Day care type</b>                               | Full day care                            |
| <b>Age range of children at time of inspection</b> | 0 to 2                                   |
| <b>Total number of places</b>                      | 22                                       |
| <b>Number of children on roll</b>                  | 25                                       |
| <b>Name of registered person</b>                   | Manchester Junior Girls Creche Committee |
| <b>Registered person unique reference number</b>   | RP534801                                 |
| <b>Telephone number</b>                            | 0161 740 0566                            |
| <b>Date of previous inspection</b>                 | 28 June 2018                             |

## Information about this early years setting

Manchester Junior Girls Creche registered in 2016. The setting opens from Monday to Friday, term time only. Sessions are from 8.45am until 4.15pm on Monday to Friday and from 8.45am until 2pm on Fridays in the summer. The setting employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and two hold qualifications at level 2. The setting operates for children of staff working in the school. It provides funded early years education for two- and three-year-old children.

## Information about this inspection

### Inspector

Amanda Richards

## 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 their evaluation of the nursery.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children communicated 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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views with the inspector.
- The inspector carried out a joint observation with the manager.
- The manager provided the inspector with a sample of key documentation on request.

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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