

Inspection of Moor Allerton Preparatory School - Nursery

Moor Allerton Preparatory School, 131 Barlow Moor Road, Manchester M20 2PW

Inspection date: 11 June 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 create a very warm and welcoming environment where children's uniqueness is celebrated. Staff have developed positive relationships with children and are kind, caring and nurturing in their approach. This has a positive impact on children's sense of belonging and their self-esteem. Children are happy and content. They demonstrate that they feel confident and secure as they independently choose what they want to play with. Children show positive attitudes towards their learning. They are engaged, eager to participate and clearly enjoy attending.

Staff create many exciting activities and experiences for children. As children play and explore, staff narrate what children are doing. This helps to ensure that children hear a rich variety of vocabulary. Staff working with younger children label objects and use repetition to reinforce understanding. They ask older children questions and give them plenty of time to think and respond. As a result, the curriculum for communication and language is strong. Children are becoming skilful communicators.

Staff are good role models as they gently remind children about rules and expectations. They encourage children to share and to take turns, and they praise them for their efforts. Children behave well for their young age. They say 'please' and 'thank you' with little prompting from staff. They play collaboratively and show kindness and concern for one another.

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

- The curriculum at this setting helps children to develop the essential skills that they need in readiness for pre-school. Staff use observation and assessment to identify any gaps in learning and plan for children's progress. However, occasionally, learning is not sequential. Sometimes, staff do not build coherently on what children already know and can do. This does not support children to make the best possible progress.
- Staff promote a love of reading. Books are carefully selected to help children to learn new concepts. For example, children listen to a story about sunflowers. They develop an understanding of growth and what plants need to thrive. Children are encouraged to select books independently and share them with their friends. They handle books with care, turning pages, pointing to pictures and discussing what they can see.
- Staff support children to develop an understanding of early mathematics. They effortlessly introduce mathematical language as children play. For example, staff model counting as children scoop rice into containers. Children count aloud with staff and determine how many more scoops are needed until their container is

full. Children excitedly share the pictures they have created using shapes. They confidently recognise a square, circle and triangle.

- Staff do not implement the setting's expected hygiene routines consistently. For example, tables are not always cleaned prior to eating. There are also inconsistencies in nappy changing routines, as not all staff wipe down changing mats with appropriate cleaning products before changing another child. As a result, there is a risk of cross-infection.
- Children have many opportunities to learn about the world around them. Special celebrations are carefully considered to help children learn about other cultures. This prepares children well for life in modern Britain.
- Children benefit from regular outdoor play. They skilfully operate wheeled toys, navigating the space available. Children develop skills such as balancing, climbing and jumping. Furthermore, additional activities, such as yoga and dance, help children to move their bodies confidently and become aware of the importance of being physically active.
- Parents' comments are positive. They describe the staff as 'friendly and approachable' and say how much their children enjoy attending. Parents feel well informed about what their children have been doing. They particularly look forward to the updates shared via the setting's online app, day sheets and detailed discussions at collection.
- Staff feel well supported in their roles. They benefit from a cycle of observation, coaching and frequent training opportunities. This has a positive impact on outcomes for children because the dedicated staff team is continually improving its knowledge and skills.
- Leaders have a positive attitude towards continuous improvement. They are passionate about the service they provide and are committed to ensuring that children have the best possible start in their education. However, they have failed to notify Ofsted of a change in manager, which is a statutory requirement. This, however, has no impact on children.

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 develop a greater understanding of how children learn to ensure that learning is sequential and builds on what children already know and can do
- review the arrangements for hygiene and ensure that procedures are consistently followed.

Setting details

Unique reference number	2691725
Local authority	Manchester
Inspection number	10350425
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 2
Total number of places	30
Number of children on roll	36
Name of registered person	Moor Allerton Preparatory School Limited
Registered person unique reference number	2691724
Telephone number	01614454521
Date of previous inspection	Not applicable

Information about this early years setting

Moor Allerton Preparatory School - Nursery registered in 2022. It is managed by Moor Allerton Preparatory School Limited. The nursery employs 11 members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or above, including the manager who holds a qualification at level 6. The nursery opens Monday to Friday, from 7.30am until 5.45pm, all year round.

Information about this inspection

Inspector
Karen Cox

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 nominated individual and the inspector discussed how the early years provision is organised, including the aims and rationale for their early years foundation stage curriculum.
- The nominated individual and the inspector completed a joint observation of an activity.
- The inspector spoke to staff, children and parents at appropriate times 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 sampled documentation and reviewed evidence of the suitability of staff working in the setting.

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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