

Inspection of Westwood Smarties

Grasmere Crescent, Eccles, MANCHESTER M30 8DN

Inspection date: 23 September 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children appear happy as they arrive and confidently separate from their parents or carers. They make independent choices about what they would like to play with. Overall, leaders and staff have a clear vision for what they want children to learn. However, the curriculum is not always ambitious enough for some children with special educational needs and/or disabilities (SEND). Staff do not consistently provide children with SEND with the targeted support and interactions that are needed to develop their knowledge and skills. As a result, some children are not effectively supported to make good progress from their individual starting points.

Children form good bonds with the staff who care for them. Staff remind children of the setting rules. They praise children for what they do well. This helps children learn what is expected of them. Children behave well and are very confident. Staff are kind and caring. They are positive role models and teach children how to share and take turns. Children are excited to explore their environments. They relish the time they spend outside in the garden, where they have plenty of opportunities to extend their physical skills, enjoy nature and become engrossed in play.

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

- Support for children with SEND can be inconsistent. Children already supported by outside agencies have individual plans in place. Staff work in partnership to ensure the needs of these children are met. However, when staff identify emerging concerns and refer to other professionals, they do not implement strategies quickly enough before that external support is received. As a result, gaps in learning and development are not reduced as swiftly as possible for some children.
- Overall, staff know what they want children to learn. They provide children with a range of opportunities to develop a sense of self as well as learning about others. For example, children listen to staff read 'It's Okay to be Different' and talk about how they are all unique. Opportunities such as these help to develop children's understanding of similarities and differences between themselves and others.
- Children form strong bonds with staff. On arrival, staff spend time talking to parents and encourage children into the nursery with friendly cuddles, helping them to settle quickly. Staff gather useful information from parents as children start at the nursery, such as if they have any allergies or medical needs. This helps staff to meet individual children's care needs.
- Staff encourage children to become increasingly independent. They ensure that children have access to a range of experiences to support them in developing their independence skills. For example, children pour their own drinks at snack time. They collect their coats and put them on by themselves. Children are

learning to manage their own personal hygiene. As a result, children become increasingly independent in their self-care needs. Children feel proud of the activities they can complete by themselves. This contributes to their positive self-esteem.

- The learning environment is welcoming and provides a range of resources. However, on occasion, children are unable to become fully immersed in their chosen learning opportunities as staff regularly interrupt them. This disturbs children's explorations. At these times, children are unable to continue exploring and testing out their ideas in a sustained way.
- Outdoor play is plentiful and supports healthy lifestyles. Children access a range of opportunities supporting their physical skills. They develop their hand muscles as they explore in the sand tray. Children develop their larger muscles when running, jumping, climbing up steps and sliding down the slide. This supports children to make good progress in their physical development.
- Parents speak highly of the nursery. They say that communication with staff is good. Staff share information with parents daily about their child's routines. They also keep them informed about their child's development and ways in which they can support their child's learning at home. This helps to provide a consistent approach to children's care and 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 meet the requirements of the early years foundation stage, the provider must:

	Due date
improve processes to monitor the effectiveness of the special educational needs and/or disabilities provision delivered by staff to ensure that children have precise and timely support that helps them to make good progress.	28/10/2024

To further improve the quality of the early years provision, the provider should:

- support staff to understand when it is best to intervene in children's play in order to enhance their learning further.

Setting details

Unique reference number	EY387511
Local authority	Salford
Inspection number	10351253
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	44
Number of children on roll	30
Name of registered person	Westwood Smarties Committee
Registered person unique reference number	RP910799
Telephone number	0161 7891975
Date of previous inspection	18 October 2018

Information about this early years setting

Westwood Smarties registered in 2008. It is situated in single-storey premises in the Winton area of Eccles and is managed by a committee. The nursery employs 10 members of childcare staff, of whom eight hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday, term time only. Sessions are from 9.20am to 2.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jason Holmes

Inspection activities

- The deputy manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The manager and the inspector carried out a joint observation and evaluated the quality of education.
- Children communicated with the inspector during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.
- Leaders provided the inspector with a sample of key documentation on request, including documentation to demonstrate the suitability of staff working at the setting.
- Leaders spoke to the inspector about how they support children with SEND.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.

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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