Inspection of Little Faces Nursery @ Manchester Airport

Thorley Lane, Ringway, Wythenshawe, Manchester WA15 8UN

Inspection date:	29 July 2025

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Children thrive in this warm, inclusive setting. Staff provide familiar routines and nurturing interactions to help children to settle quickly. Babies show trust and comfort, seeking closeness during quiet moments. Toddlers and older children confidently engage with staff, who follow their lead in play. They draw pictures, explore outdoor games and narrate imaginative role play. These consistent, responsive relationships foster emotional security and a strong sense of belonging.

The curriculum is ambitious and inclusive, with high expectations for all children. Staff prioritise communication and language, using assessment to tailor support and skilfully extend vocabulary through play. For example, as children draw around each other outside, practitioners embed mathematical and spatial concepts by using positional language such as 'legs up or down?' This promotes active learning, emotional well-being and noticeable progress in children's confidence.

Children behave extremely well and respond positively to calm, consistent support. For example, when children run from the table after placing cutlery in water, staff calmly redirect them by inviting them to see what is for dinner and find their chair. As a result, children feel secure, understand boundaries and begin to regulate their own behaviour.

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

- The curriculum strongly supports children to build independence step by step. For example, babies are encouraged to use cutlery as soon as they are capable, toddlers pour their own drinks, and pre-school children self-serve meals from a food station. This supports children to gain confidence and prepares them for their next stage of learning.
- Children who need additional support or with special educational needs and/or disabilities (SEND) are well supported. Staff work effectively with external professionals, including nutritionists and speech and language therapists. They follow agreed plans closely to provide targeted support. As a result, children make strong progress in their learning and development.
- Children enjoy exploring the spacious outdoor area. They benefit from opportunities to take appropriate risks, such as climbing trees. This supports their physical development and confidence. However, the outdoor provision is not used effectively throughout the day. As a result, not all children, particularly those who prefer to learn outdoors, remain fully engaged in purposeful learning.
- Leaders and staff help children to recognise and manage their emotions. For example, children choose coloured pots to show how they feel in the morning, such as red for angry or blue for sad. Staff then follow up during the day to support them. As a result, children feel safe to talk about emotions.

- Overall, children display high levels of engagement. However, at times, the routine is too structured and does not now always follow children's lead. As a result, children sometimes become disengaged in their learning.
- Staff form strong links with local schools to support smooth transitions. Teachers visit the nursery to meet children in a familiar setting, helping to build early connections. Staff share detailed information about each child's needs, promoting continuity and emotional well-being as children move on to school.
- Staff promote healthy lifestyles in partnership with families. Meals are planned in partnership with a parent nutritionist. Families also receive clear guidance to support healthy choices at home. As a result, children build awareness of health, self-care and physical well-being.
- Parents speak highly of the setting and say their children enjoy attending. They describe the setting as a 'home from home' and say that their children have made significant progress since joining.
- Staff feel well supported by leaders through regular training that builds their knowledge, skills and confidence. Leaders actively promote staff well-being through team bonding activities, well-being treats and access to a visiting chaplain. This safe space helps staff feel valued, to stay positive and maintain a strong team ethos.

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:

- review the organisation of routines and transitions to maintain children's engagement in play and learning
- consider how the outdoor learning environment is used to ensure it benefits children's individual needs.

Setting details

Unique reference number	EY546260
Local authority	Manchester
Inspection number	10399076
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	11 to 4
Total number of places	60
Number of children on roll	68
Name of registered person	Little Faces Limited
Registered person unique reference number	RP535070
Telephone number	01614373577
Date of previous inspection	19 November 2019

Information about this early years setting

Little Faces Nursery @ Manchester Airport registered in 2017. It is situated in Wythenshawe, Manchester. The setting employs 23 members of childcare staff. Of these, 18 hold appropriate early years qualifications from level 6 to level 2. The setting opens from Monday to Friday, all year round. Sessions are from 7am until 7pm. The setting provides government-funded places.

Information about this inspection

Inspector
Leanne Roddy

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the 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.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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