

Manchester Settlement

Manchester Settlement, 1328-1330 Ashton Old Road, MANCHESTER M11 1JG



Inspection date	29 May 2019
Previous inspection date	30 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff are well qualified and have a secure understanding of how to observe and assess children's development. They plan a wide range of purposeful and challenging activities that capture children's interests. Children are motivated learners and make good progress.
- The environment is well organised and resourced. Staff in each room provide an extensive range of toys and equipment that are suitable for the age and stage of development of all children. For example, babies benefit from opportunities to explore different textures, a black and white area and an array of natural materials. This helps them to learn using their senses and strengthens their natural sense of curiosity.
- The key-person system is well established and effective. Staff work extremely hard to help children to develop a strong sense of emotional security, confidence and self-esteem. All children, including those who attend the out-of-school club, make very close relationships with their key person. Children are very happy and well settled.
- Staff work very closely with teachers from schools that some children also attend, which helps them to complement children's learning well. For example, they gather and share information with teachers to help provide good levels of continuity and support for children.
- Self-evaluation is an ongoing process. The manager seeks the views of staff, children, parents and school teachers. This helps her to develop well-targeted action plans that make a positive contribution to the improvement of the quality of the nursery.
- The manager observes staff and carries out supervision meetings to manage their performance. However, these are not yet rigorous enough to enhance the overall good quality of teaching to a higher level.
- There are occasions when some staff do not ask questions in the most effective way to help children to think creatively, solve problems and develop their ideas.

What the setting needs to do to improve further

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

- carry out more frequent and rigorous supervision of staff to help to raise the overall good quality of teaching to a higher level
- improve the use of questioning to give children more opportunities to think creatively, solve problems and develop their own ideas.

Inspection activities

- The inspector carried out a tour of the premises with the manager.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. She completed a joint observation of a planned activity with the manager.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the provider and the manager and discussed practice. She looked at relevant documentation, such as safeguarding policies and procedures, children's records and evidence of the qualifications and suitability of staff working in the setting.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Julie Kelly

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff attend regular safeguarding training and have a good understanding of how to deal with any child protection concerns. Rigorous security systems, such as closed-circuit television cameras help to ensure children are well protected from unwanted visitors. The manager values the individual skills and expertise of staff and deploys them effectively. For example, the baby room leader is the member of staff who has the most experience of working with babies. This helps to ensure that all children receive the best possible care and learning experiences. The manager closely monitors the progress of all children who attend the nursery, including different groups of children. This helps her to identify any gaps in their learning and seek external intervention, if necessary.

Quality of teaching, learning and assessment is good

Staff give clear explanations which help children to develop skills, such as sitting well and listening to each other at group times. Children who have special educational needs and/or disabilities and children who speak English as an additional language are particularly well supported. For example, staff make excellent use of visual timetables, objects of reference and puppets and props. This helps to enhance children's communication and language skills. Staff are skilful at helping children to understand and use an increasing range of vocabulary to describe the world around them. For example, pre-school children use the words 'squidgy' and 'wiggly' when describing worms. Staff help toddlers to extend their mathematical knowledge as they support them to count and match colours when playing in the sand. Babies delight in interacting with staff to help develop their emerging physical skills. For instance, they crawl rapidly to their key person and hold hands with staff to practise walking.

Personal development, behaviour and welfare are good

The whole ethos of the nursery is based around mutual respect and kindness for others. Staff use consistent strategies to manage children's behaviour. For instance, they have clear rules and boundaries and use positive language to reinforce good behaviour. Children behave well. They benefit from a wide range of opportunities to learn about people and communities beyond their own experience. For example, they explore dual language books, learn about different faiths and listen to stories about different cultures. Staff provide a wide range of opportunities for children to engage in enjoyable physical exercise. Children take part in obstacle races and jump in and out of tyres. This has a positive impact on their good health and well-being.

Outcomes for children are good

All children make good progress. This includes children who have special educational needs and/or disabilities and children who speak English as an additional language. Children develop very good self-care skills. Babies learn to feed themselves and older children put on and take off their aprons. They have good opportunities to develop their imagination. For example, children pretend to cook meals in the play kitchen, using real potatoes and onions. Children acquire a wide range of skills in readiness for school.

Setting details

Unique reference number	EY408887
Local authority	Manchester
Inspection number	10106125
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	0 - 11
Total number of places	60
Number of children on roll	140
Name of registered person	Manchester Settlement
Registered person unique reference number	RP529143
Date of previous inspection	30 October 2014
Telephone number	0161 974 1300

Manchester Settlement registered in 2010. The nursery opens from 7.30am to 6pm all year round. The after-school club operates from 3pm to 6pm from Monday to Friday, term-time only. Children can attend in the school holidays each weekday from 8am until 6pm. There are currently 14 members of staff employed who work directly with the children. Of these, one holds Qualified Teacher Status, four hold appropriate qualifications at level 6 and one holds a qualification at level 5. There are four members of staff who hold a qualification at level 3. The nursery provides early years funded education for two-, three- and four-year-old children.

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