

Inspection of Manchester Settlement

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

Inspection date: 15 May 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 Good



What is it like to attend this early years setting?

The provision is good

The manager and staff have thought carefully about what children need to learn, to help prepare them for the next stage in their learning. They provide children with a wealth of experiences both inside and outside the nursery. For example, children enjoy trips to the local parks and libraries as they develop their understanding of the world around them. Additionally, the curriculum for literacy is well embedded. Children of all ages show a love of books, as they eagerly sit down to listen to stories. Pre-school children can confidently identify their own names. All children are making good progress and developing positive attitudes to learning.

The warm and friendly staff have created an environment for children where they feel safe and secure. Familiar pieces of music are played to tell children when there is a change in the routine, such as tidy up time. This consistent routine helps children understand what is happening and what is coming next. Children display confidence and are building a strong sense of security. Staff have clear expectations for children's behaviour. Children are encouraged to use their 'listening ears' at group times and their 'kind hands' when playing with their friends. Generally children's behaviour is positive. Occasionally, staff do not consistently support children to understand how some of their actions impacts others.

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

- Staff prioritise children's communication and language. They immerse children in stories and songs. Staff work closely with parents and implement strategies within the nursery to support children who speak English as an additional language. For example, when children say key words, staff help to extend their vocabulary by repeating the word back to them in simple sentences. Children are progressing in their early communication skills.
- Children benefit from vast opportunities to develop their physical skills both indoors and outdoors. They squish play dough in their hands and thread pasta to increase their small motor movements. Staff help develop children's core strength as they independently walk across balancing apparatus. Children are developing increasing control in their physical movements.
- The special educational needs coordinator has a wealth of knowledge to help give children the best start in their education. She regularly reviews children's targeted plans to help ensure children are making progress. Staff have attended additional special educational needs training. This helps them to be able to identify delays early in children's development and implement support swiftly.
- Staff implement rules and boundaries for children. They encourage children to take turns and role model how to be kind to others. However, staff do not consistently support children to understand why these rules are in place. For example, when children run inside staff do not explain to children why they need

Inspection activities

- This was the first routine inspection the nursery has 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- 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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