

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 form 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



to stop. This does not consistently support children to understand how to manage their own behaviour.

- Staff promote children's independence. They teach children how to put on their own coats and by pre-school most children can do this by themselves. Toddlers learn how to wash their own hands before mealtimes. At snack time, they demonstrate how they have learned to peel their fruit independently. Children are becoming increasingly confident in meeting their own personal needs.
- The manager puts a high priority on supporting children's health and welfare. She works closely with outside agencies to ensure that all children in her care are registered with a dentist to support their oral health. Staff understand the importance of teaching children about online safety. They share topical story books which helps children identify possible dangers. For example, children explain how they must tell their parents if advertisements pop up on their electronic devices.
- The manager goes above and beyond to ensure children transition into the nursery smoothly. Before children even start, parents are invited to stay-and-play sessions. This helps children familiarise themselves with the environment. Staff create a warm and friendly atmosphere. Children are provided with opportunities to make their own choices. This helps them develop a sense of belonging.
- The manager aims to provide the best start in life for children. As a result, this has created a reflective team who continuously reflect on improvements and raise them with the management team. This helps continuously improve outcomes for children. For example, following staff identifying a potential risk for children, the management team swiftly provided information for parents about age-appropriate foods and how to prepare them.

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 consistently help children understand why rules and expectations are in place and how their behaviour impacts others.





Setting details

Unique reference number EY408887 Manchester **Local authority** 10344196 Inspection number

Childcare on non-domestic premises Type of provision

Early Years Register, Compulsory Childcare Registers

Register, Voluntary Childcare Register

Full day care Day care type

Age range of children at time of

inspection

1 to 11

106 **Total number of places** 145 Number of children on roll

Manchester Settlement Name of registered person

Registered person unique

reference number

RP529143

0161 974 1300 **Telephone number**

Date of previous inspection 29 May 2019

Information about this early years setting

Manchester Settlement registered in 2010 located in Manchester. The nursery employs 16 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above and three hold level 2. The nursery opens from Monday to Friday term time only. Sessions are from 7.30am to 6pm. They nursery also runs a before and after school club. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Buckley



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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