

# Report for childcare on domestic premises

---

Inspection date: 7 December 2023

**Overall effectiveness** **Good**

---

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## What is it like to attend this early years setting?

### The provision is good

Children have a wonderful time at this caring and homely setting. The experienced and enthusiastic manager has created an environment where children are happy and settled. For example, babies giggle in anticipation as staff play 'hide boo'. These interactions help babies to develop close bonds with staff. Staff use their observations of children to plan a curriculum that supports children's learning and development. For example, they recognise that toddlers need help to play together. As such, staff play alongside toddlers to help them construct a train track together. Children are praised as they pass pieces of track to each other, which helps to enhance their sharing skills. Older children are delighted as they hunt for Christmas items hidden in shaving foam and cotton wool. Staff interactions are good. They help to build children's language as they use descriptive words, such as 'soft' and 'rough'. Children make good progress in their communication and language. They hold interesting conversations and follow instructions.

Children have regular access to outdoor play, where they build their physical skills. Young children learn to climb and slide. Older children are offered activities to develop their coordination as they throw and catch the balls. Staff supervise children well as they move between areas within the nursery. This helps to keep children safe. Regular outings, such as trips on the tram, are planned to offer children new experiences. These outings also help children to learn about the world around them. Children enjoy being at nursery. They say they particularly enjoy eating the food and making gluey pictures.

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

- The manager has a clear vision, which she shares with staff through a robust induction, team meetings and supervisions. She understands the importance of building staff knowledge to help support improvements. Staff use knowledge from training to enhance children's learning. For example, staff in the baby unit have changed their planning to focus more closely on babies' starting points. As a result, learning opportunities for babies help to build on their current stage of development.
- Staff carefully plan for children's transitions as they move through the nursery. They meet with parents to discuss children's room changes. Children have planned visits to their new room. Where possible, they visit with a friend or a small group of familiar children. Staff work hard to get to know the children, including their routines, likes and dislikes. This helps children to feel secure as they settle into their new rooms.
- The curriculum is good, and children are eager to join in with activities. However, on occasion, staff do not organise all aspects of the curriculum effectively to help maximise children's learning. For example, staff do not always have resources

fully prepared in readiness to deliver activities. Children's usually good behaviour deteriorates when they struggle to wait for staff to be ready or when they are not fully engaged.

- Children build their self-care skills in a sequential manner. For example, young children learn to find their own coat from a peg. They start to understand that they need to wear their coats to play outside in the cold. Staff use a fun way to teach toddlers how to put their coats on. Toddlers smile as staff praise them for their efforts, which boosts their confidence. Pre-school children learn how to fasten their coats themselves. Children become increasingly independent, which helps to support their transitions to school.
- Staff teach children good hygiene routines. For example, they help children to brush their teeth and wash their hands. Staff talk to children about being tired after exercise. As a result, children confidently discuss that sleep helps their bodies to rest and gives them energy. Children learn healthy routines, and they begin to develop their understanding of healthy lifestyles.
- Children develop a love of books. Staff are good at storytelling, and children are enthralled. They listen intently and join in with well-known phrases. Children practise recall, which helps them to develop their early literacy skills. Staff also encourage children to think about the story. For example, they ask children what might happen on the next page of a book. This helps children to anticipate and predict the storyline.
- Partnership with parents is good. Staff encourage children and parents to share special events in their family. For example, some families have had new babies recently. As a result, staff offer lots of pretend play with dolls. Staff also use books to encourage children to talk about being a big brother or sister, which helps them to celebrate their personal experiences. These activities also help children to gain an awareness of similarities and differences between their family and other families.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of their role and responsibilities in keeping children safe from harm. They access regular safeguarding training, which keeps their knowledge up to date. Staff know the signs and symptoms of abuse and what action to take if they have concerns about a child's welfare. Managers and staff make sure play areas are free from hazards. Children's safety is further enhanced because staff supervise them well.

## What does the setting need to do to improve?

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

- organise activities and resources effectively to help maximise children's learning.

## Setting details

|  |                                |
|--|--------------------------------|
| <b>Unique reference number</b>                     | EY545612                       |
| <b>Local authority</b>                             | Trafford                       |
| <b>Inspection number</b>                           | 10301464                       |
| <b>Type of provision</b>                           | Childcare on domestic premises |
| <b>Registers</b>                                   | Early Years Register           |
| <b>Day care type</b>                               | Full day care                  |
| <b>Age range of children at time of inspection</b> | 0 to 4                         |
| <b>Total number of places</b>                      | 87                             |
| <b>Number of children on roll</b>                  | 89                             |
| <b>Registered person unique reference number</b>   | RP545611                       |
| <b>Date of previous inspection</b>                 | 19 January 2018                |

## Information about this early years setting

Sale Private Day Nursery registered in 2017 and is situated in Sale, Trafford. The nursery opens from 7.30am to 6pm, Monday to Friday, all year round, except for bank holidays and one week at Christmas. The nursery employs 27 members of childcare staff. Of these, one holds a relevant qualification at level 6, six hold level 3 and 11 hold level 2. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lynn Richards

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- 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.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023