

Inspection of Bmca Nursery

Barlow Moor Community Association Ltd, 23 Mersey Bank Avenue, Manchester,
Lancashire M21 7NT

Inspection date: 19 May 2021

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

What is it like to attend this early years setting?

The provision is good

The setting is an integral part of the local community centre and somewhere children know well. Parents are not able to come into the nursery to stay and play because of COVID-19 (coronavirus) restrictions and need to leave children with a member of staff at the garden gate. Most children arrive happily and receive a warm, friendly greeting from the caring staff. All quickly become engaged in their play and learning and move round the safe and interesting indoor and outdoor areas confidently. Staff know their children and families really well. They recognise that some children will have had limited opportunities to be physically active, to play cooperatively with other children and to develop their communication skills over the past year. Children, including those with special educational needs and/or disabilities (SEND) and those who speak English as an additional language, are gently introduced to the idea of playing with, and talking to, others. Staff help them to develop the social skills they need to play together. Children move on to learn how to cooperate as part of group, in readiness for the move on to school. They behave very well, concentrate on what is being taught and confidently take part in activities.

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

- Parents praise the staff and the nursery provision. They feel supported and welcomed, despite the restrictions that COVID-19 has imposed. Parents feel that they have been given detailed information on their child's progress and regular information and resources to help them to extend their child's learning at home. Their child's attendance has sometimes opened up new opportunities for parents to access the other services the community centre offers. This has helped to improve the whole family's health and well-being and provided adult learning opportunities.
- Staff have a really clear plan for how they will prepare children for the move on to school. These children enjoy story times, where there is an expectation that they will spend a short time concentrating and learning as part of a group. Staff use repetition of stories and songs to build children's vocabulary, memory and ability to recall facts. Children demonstrate good abilities in sitting with focused attention. They remember elements of the story and the road safety theme. Staff's use of props keeps children engaged and draws in those who are more reluctant. Staff plan to develop children's physical ability and independence. Soon children will take off and put on their shoes at the beginning and end of these sessions.
- Staff know what their key children need to learn next and help children build on what they know and can do. They focus on developing these young children's social skills and vocabulary so they are able to have meaningful conversations. Some staff are less sure of the overarching curriculum intent for the whole

provision and how their teaching will contribute to this. They are also less confident in their planning and delivery of the curriculum for mathematics, which reduces opportunities for children in this area of the curriculum.

- Children with SEND have tailored support to help them to make progress. Staff are on hand to work with parents who are making choices about the next stage in children's education. Children who speak English as an additional language are helped to build on their vocabulary while still respecting the vital role of their home language.
- The manager has effective recruitment and supervision processes. Staff are enthusiastic and committed to their work and feel well supported. Training for formal qualifications, short courses and in-house training deepens staff's understanding and builds their confidence.
- Members of the management team have been innovative in the way they have kept in touch with families during the nursery's COVID-19 closure. They have made regular telephone and video calls and distributed learning packs to make learning fun and encourage physical play. Staff have recorded themselves reading stories and shared these with parents. They thoughtfully adapted the Christmas tradition of meeting Santa and arranged for him to visit the children in a socially distanced way, travelling around the estate on a flatbed truck.

Safeguarding

The arrangements for safeguarding are effective.

All staff have undertaken safeguarding training and regularly discuss the types of situations which may concern them. They clearly understand their individual responsibility to keep children safe. Staff are confident in where to report a concern, including worries that children may be being radicalised. They welcome opportunities to work as part of a multidisciplinary team to support families, protect children and provide better outcomes for them. The staff and management team understand the role they and the community centre can play in early intervention. For example, a child who is hungry may not be suffering from neglect, but the family may need to access the sessions on how to cook on a budget or benefit advice.

What does the setting need to do to improve?

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

- clarify the curriculum for mathematics and share this more clearly with all staff, so they are confident to implement it consistently
- develop staff's understanding of the overarching curriculum intent for the provision, so they are more secure in their planning for individual children's learning.

Setting details

Unique reference number	EY557940
Local authority	Manchester
Inspection number	10115423
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 10
Total number of places	30
Number of children on roll	20
Name of registered person	Barlow Moor Community Association Ltd.
Registered person unique reference number	RP557939
Telephone number	0161 446 4805
Date of previous inspection	1 July 2019

Information about this early years setting

Bmca Nursery re-registered in 2018. The nursery employs five members of childcare staff. Of these, one holds an appropriate early years qualification at level 4 and three hold level 3. The nursery opens from Monday to Friday, during term time only. Sessions are from 8.30am until 11.30am, with an after-school facility from 3pm until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Rhodes

Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact this has on children's learning and development. She completed a learning walk with the manager to discuss how the curriculum is planned and implemented.
- The senior manager and the inspector completed a joint observation of a group time.
- The inspector held a meeting with the senior manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to number of parents, the local authority adviser, staff and children during the inspection and took account of their views.

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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