

Inspection of Eco Babe Private Day Nursery Limited

2 Britannia Road, Sale M33 2AA

Inspection date:

6 November 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

Not applicable

What is it like to attend this early years setting?

The provision is good

Staff create a supportive and caring environment for children. This helps them to settle and form strong bonds with their key person. Staff work closely with parents to get to know the children. They use this information to help them develop children's self-confidence and to help prepare them for the next stage in their learning. Children's transitions throughout the nursery are smooth.

Staff engage children in a range of experiences that provoke curiosity. They are successful in helping children develop positive attitudes to their learning. Babies sit on their key person's knee and become engrossed in stories. Toddlers engage in water play as staff model mathematical concepts, such as 'full' and 'empty'. Pre-school children proudly recite the knowledge they have learned about oral hygiene and plaque on their teeth. Staff have high expectations for children's behaviour. They help children to embed the key skills that they need to manage their own behaviour. For example, staff play 'stop and go' games with children, to help them develop their listening skills. Staff model sensitive and caring behaviour, and they talk to children about turn taking and being kind to their friends. Children are developing respect and understanding for the feelings of others.

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

- The manager has devised a curriculum that intends to build upon much of what children know and can do. Staff have clear intentions for learning during planned activities, which helps children to make good progress. For example, children benefit from a range of experiences that promote their physical skills. Younger children develop their hand-eye coordination by rolling balls back and forth with staff. Pre-school children confidently use knives to cut through play dough. Children's physical development is progressing well.
- Staff promote language skills effectively. Children enjoy hearing stories and joining in with key words. Using thought-provoking questions, staff develop children's imaginations. Children are developing a large vocabulary.
- The manager models good practice and provides staff with a variety of in-house training. This helps them to develop their knowledge and supports the delivery of a good-quality education. However, the systems for professional development are not consistently embedded. Occasionally, staff's next steps are not precisely focused. Staff do not consistently deliver high-quality interactions during children's free-play sessions. Therefore, at times, children's learning is not fully enhanced to help them get the very best from their spontaneous learning.
- Staff promote children's mathematical development and build upon their prior learning. Developing an interest in numbers is embedded from an early age. Staff count objects in books with babies. Through play, staff model mathematical vocabulary to support children's understanding. Children are developing a secure

knowledge of mathematical concepts.

- Staff support children to be kind and respectful. They teach them the importance of sharing and help them to develop empathy for others. For example, staff help children understand that others may be less fortunate than themselves by having a toy collection for Christmas. Children explain, 'some children do not have presents, so we are going to be kind and buy them one.' They are developing good social skills.
- A well-embedded key-person system helps staff to have a good knowledge of the children and their individual needs. They help all children to form trusting relationships. Babies are extremely secure. They engage with their key person in supportive back-and-forth interactions throughout the day. Children's strong emotional well-being helps them to explore, try new things and to learn well.
- Staff help all children develop a sense of belonging. They teach children, including children with special educational needs and/or disabilities, how to express their feelings. Pre-school children tell staff how they feel and why. Parents explain how well children who are bilingual are made to feel included. Staff learn key words in children's home languages and use them in their interactions. The curriculum is accessible to all children.
- Staff support children's health and well-being effectively. They make sure all children have daily access to fresh air. Staff teach children self-care skills from an early stage, such as wiping their noses or washing their hands and faces. Children are learning how to independently follow healthy practices.
- Parents speak highly of this homely nursery. Regular communication helps them understand how their children are developing. The manager provides parents with up-to-date advice and ideas to support learning at home. This helps to ensure consistency between home and nursery.

Safeguarding

The arrangements for safeguarding are effective.

All staff have recently undergone child protection training. Staff have a clear understanding of the procedures to follow if they are concerned about a child's welfare. The manager has implemented robust systems, which help to ensure that children's allergies and dietary requirements are catered for. Consequently, both staff and children display a good knowledge of their own needs as well as those of their peers. The management team regularly carry out checks on staff suitability. This helps them ensure that staff remain suitable to work with children.

What does the setting need to do to improve?

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

- strengthen staff's interactions with children, particularly during spontaneous play, to help consistently enhance children's learning.

Setting details

Unique reference number	2650336
Local authority	Trafford
Inspection number	10311671
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	58
Number of children on roll	106
Name of registered person	Eco Babe Private Day Nursery Limited
Registered person unique reference number	2650335
Telephone number	01619733397
Date of previous inspection	Not applicable

Information about this early years setting

Eco Babe Private Day Nursery Limited registered in 2021 and is located in Sale. The nursery employs 18 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 or above and two hold level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6pm. 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 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked 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.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023