

Inspection of Tiny Steps Nursery Gorton Ltd

Gorton Sacred Heart Surestart Children's Centre, Glencastle Road, Manchester M18 7NE

Inspection date: 30 May 2025

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

Children enter this setting eager to start their day and are greeted by caring staff who know them well. Staff have formed strong bonds with the children and, as result, they settle quickly. The babies happily play with foam and paint, mixing it together using paintbrushes. Staff then use this experience to extend children's vocabulary by using words such as 'wet', 'sticky' and 'clap'. Other babies enjoy climbing in and out of low-level baskets, developing their physical skills. Children enjoy cooked healthy meals and begin to self-serve in the baby room. The staff assist children to scoop out the food and put it onto their plate. One child proudly announces 'broccoli'. Staff use encouraging words such as 'well done' and 'superstar' when children have had a try with the serving spoon. This supports children's well-being and their personal, social and emotional development.

The older children listen to a story with excitement. They use actions and sounds as they navigate through it. For example, the children recall the names of the animals and the sounds they make. The staff use songs and rhymes under the parachute to peak children's imagination. Children with special educational needs and/or disabilities (SEND) are particularly interested in the large climbing frame in the room and use it to self-regulate when upset or overwhelmed. Staff use words and actions to communicate with all children, such as using thumbs up to check in with children. Children happily respond back to staff with thumbs up. Children enjoy playing outside in the well-resourced garden. They use stepping stone frogs to enhance their balancing skills.

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

- Parent partnerships is a particular strength of the setting. Parents speak highly of this warm and welcoming setting, including comments such as, 'They look after my child's happiness' and 'I feel my child is safe here.' Staff regularly share information and ideas with parents to support them at home too. For example, staff provide parents with information on toilet training. Leaders provide childcare while parents are attending parenting classes and workshops in the attached children's centre. This provides huge benefits to children's and families' learning needs.
- Leaders and staff work alongside outdoor agencies who contribute to education and health care plans to put additional support in place. For example, targets that can be done both at home and in the setting to help narrow the gaps. This makes sure children with SEND get support they need to prepare them for school. Children with SEND make good progress at this setting.
- Babies and toddlers benefit from lots of opportunities to practise and refine their physical skills, for example, using the climbing frame as they climb up and over. Staff support the less confident children. This supports children's control and

confidence in their physical development. However, some activities for older children have no clear learning intent. For example, coloured building bricks are put out on a table with rolling pins and play dough cutters. This sends confusing messages to children about what staff want them to do and learn.

- Leaders and managers have high expectations of the children in their setting. They have designed a curriculum that is based around children's individual needs, including children with SEND and those who speak English as an additional language. For example, disadvantaged children are given time to develop skills such as listening, and all children, including babies, thoroughly enjoy singing and stories. However, at times, aspects of the curriculum for older children are not consistently sequenced. For example, teaching toddlers initial letter sounds did not support all children and, therefore, some children did not join in. As a result, during these times, children became disengaged and staff lose the learning intent.
- A big focus on the older children is school readiness. For example, toilet training, drinking from a cup and putting on their own coats are targets for most children. Staff work well with parents to ensure that their children are school ready by sharing ideas, such as using objects of reference, for example a plate for food and a nappy for toileting. This supports their children's development of physical and emotional health.
- Staff's well-being is a high priority for leaders and managers. Staff are supported extremely well to continue training to help them in their everyday practice. The managers at this setting are positive role models, who care greatly about their staff. This helps staff to feel secure and confident in their roles.
- Staff promote children's communication and language well. They engage children in conversations to introduce new words. For example, during messy play, they use words such as 'super' and 'wet'. Staff extend language by suggesting 'wet hands'. Children in the older rooms discuss which songs they want to sing. The children show an understanding of instructions. For example, when asked if they want to go outside, children make their way eagerly to the door. This shows children are developing their listening skills well.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interest first.

What does the setting need to do to improve?

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

- implement a curriculum that is coherently sequenced to build on what children know and can do

- support staff to plan activities with clear learning intentions to better support children's development.

Setting details

Unique reference number	2726096
Local authority	Manchester
Inspection number	10398280
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	74
Number of children on roll	71
Name of registered person	Tiny Steps Nursery Gorton Ltd
Registered person unique reference number	2726094
Telephone number	0161 317 0174
Date of previous inspection	Not applicable

Information about this early years setting

Tiny Steps Nursery Gorton Ltd registered in 2023. The nursery employs 10 members of childcare staff. Of whom, three members of staff are qualified to level 6, including two who hold qualified teacher status, three who are qualified to level 3, two are qualified to level 2 and two are unqualified. The nursery is open Monday to Friday, all year round. Sessions are from 8am to 6pm.

Information about this inspection

Inspector
Gill Felton

Inspection activities

- This was the first routine inspection since registration.
- The manager and the support manager joined the inspector on a learning walk and talked about the curriculum and what they wanted children to learn.
- A joint observation of a group activity was carried out with the inspector, the manager and the operation manager.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- Children spoke to the inspector during the inspection.
- Parents shared their views with the inspector.
- A meeting was held with management. This included a review of relevant documentation, including evidence of staff's suitability and training.

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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