

Inspection of Tots Junction

GRIMSHAW LANE MIDDLETON, MANCHESTER, LANCS. M24 2AT

Inspection date: 25 February 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and well settled at this good nursery. Their eagerness to explore fills the air. Children have adapted well to changes due to the COVID-19 pandemic. For example, they part from their parents with ease at the main entrance. Staff build strong bonds with the children, which helps them to feel secure during their time at the nursery.

Children have positive attitudes towards their play and learning. For example, babies grow their physical strength as they learn to crawl and pull themselves up using low-level furniture. They notice their reflections in mirrors and babble with delight. Toddlers explore how the texture of cereal changes while crushing it using their hands and with rolling pins. They excitedly join in with singing about farm animals. Older children develop their pre-writing skills. They practise their small-muscle skills and hand-to-eye coordination with scissors and as they make 'cakes' using play dough. Children use their own ideas and make links in their learning. For example, they use small animal figures to make footprints in dough and tell their friends to 'stamp like this'. At lunchtime, children realise that they can make a 'triangle' using their cutlery.

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

- The provider explains that her vision is for 'children to feel happy and have their needs met', giving parents assurance that their children are 'cared for in a safe environment'. Leaders include the views of children, parents and staff in their self-evaluation. This helps leaders to identify ways to improve. For example, they have recently redesigned the curriculum, following changes to the statutory educational programmes.
- Children access a curriculum that follows their interests and builds on their prior knowledge. For example, staff follow children's interest in pirates by reading stories and teaching children pirate songs. However, staff are not always fully clear on what leaders intend children to learn, and how to implement this effectively. For example, staff working with younger children are not fully aware of how best to support children's communication and language skills.
- All children make good progress. Leaders consider how additional funding is spent to have the most impact for children. The provision in place for children with special educational needs and/or disabilities is good. Leaders work with parents and external professionals to make referrals and review children's development. This helps gaps in learning to close and helps to prepare children for their next stage in learning.
- Staff encourage children to be independent, such as by putting their coats and hats on by themselves. Children eat nutritious, home-cooked food. They remind each other to blow their food if it is too hot. Older children enjoy taking on

additional responsibilities, such as helping to set the table for lunchtime.

- Children access the outdoor area each day. That said, leaders do not give outdoor learning enough priority, to support children who prefer to learn outdoors. For example, children's time outdoors is sometimes very short. Staff do not always make use of the outdoor space or resources to fully promote children's engagement in learning.
- Staff promote children's good behaviour well. For example, they remind children to use manners and to share toys with their friends. Children receive praise from staff when they succeed. For example, children confidently recall that they were given a golden star for 'sharing toys and tidying up'.
- Partnership working is strong. Leaders establish links with the schools that children move on to. Parents comment that the nursery is 'wonderful', and that their children 'grow in confidence and thrive', while making 'happy memories'.
- An effective programme of supervision and training helps staff to improve their practice. Staff report that they are happy and supported by leaders. For example, leaders allocate time for apprentices to complete their coursework. The well-being of staff is a priority for leaders. They provide staff with awards, such as 'employee of the month'.

Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure. Leaders ensure that requirements for ratios are met. They deploy staff well to meet the needs of the children. Leaders follow robust recruitment procedures, to ensure that staff have appropriate training and are suitable to work with children. They train staff in safeguarding and check that their knowledge is up to date. Staff have a broad understanding of safeguarding, such as child neglect and exploitation. They teach children how to be safe while online. Staff know how to keep children safe. They know how to refer concerns around children's welfare or a colleague's conduct.

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 fully understand what leaders intend children to learn, particularly in communication and language, and how to implement this effectively
- identify how to better support children who prefer to learn outdoors, to fully promote their engagement in learning.

Setting details

Unique reference number	316467
Local authority	Rochdale
Inspection number	10221754
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	37
Number of children on roll	49
Name of registered person	Walters, Dawn
Registered person unique reference number	RP907401
Telephone number	0161 655 3262
Date of previous inspection	24 April 2018

Information about this early years setting

Tots Junction registered in 1998. The nursery employs 12 members of staff. Of these, one holds an early years qualification at level 2, and nine hold early years qualifications at level 3 and above. The nursery opens Monday to Friday, 7.30am to 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

David Lobodzinski

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 his evaluation.
- The deputy manager and the inspector completed a learning walk.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact this had on children's learning.
- A joint observation was carried out by the inspector and the deputy manager.
- The inspector held discussions with leaders, staff and children at appropriate times during the inspection.
- The views of parents were taken into account, through discussions and written testimonials.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training of staff.

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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