

New Amigo's

Haniwells Business Park, Hardicker Street, Levenshulme, Manchester M19 2RB



Inspection date	30 August 2018
Previous inspection date	21 August 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- The manager leads her team of staff effectively. Together they reflect on the quality of the provision and demonstrate a strong commitment to making changes and continuous improvements. The manager accurately identifies strengths and sets ambitious targets for future development.
- Children are happy and establish positive relationships with staff and their peers. Staff are friendly and caring in their interactions with children and nurture their emotional well-being successfully.
- Partnerships with parents are strong. Staff effectively engage parents in their children's learning and share a wealth of information regularly. For example, they translate written communication and parents positively comment on the home-learning packs. Furthermore, parents praise the advice from staff to support their children's learning and development effectively, such as tips on toilet training and school readiness.
- Staff build close links with external professionals and share strategies to effectively meet children's care and learning needs. They provide good support for children who have special educational needs and/or disabilities.

It is not yet outstanding because:

- Occasionally, staff do not fully extend the level of challenge in children's learning, particularly for the most able children to help them make more rapid progress.
- The manager does not yet monitor the progress of different groups of children. For example, she does not evaluate the impact of additional funding on children's progress.
- The manager's monitoring of staff performance does not precisely identify how staff can raise the quality of their teaching practice even further.

What the setting needs to do to improve further

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

- enhance further the level of challenge in children's learning, particularly for the most able children to help them make more rapid progress
- strengthen the monitoring and evaluation of the progress made by different groups of children
- build on the arrangements for the performance management of staff to focus more precisely on raising the quality of teaching even further.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector spoke to staff at appropriate times during the inspection and completed joint observations with the nursery manager.
- The inspector held meetings with the owner and manager. She looked at relevant documentation, such as evidence of the suitability and qualifications of staff working in the nursery.
- The inspector spoke to some parents during the inspection and took account of their written views and feedback.

Inspector

Farzana Iqbal

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff confidently know how to keep children safe. They know the correct action to follow if a child's welfare is at risk. There are robust procedures for recording and reporting concerns about a child's well-being. Staff maintain a safe environment for children and supervise children closely. The manager and owner follow secure recruitment procedures and monitor the ongoing suitability of staff. The manager provides regular professional development opportunities for staff, such as recent behaviour management training. The team of staff works closely together and responds promptly to support and guidance from external professionals.

Quality of teaching, learning and assessment is good

Staff use information from observations and assessments of children's development effectively and help children make good progress over time. Furthermore, staff provide activities that capture children's interest and motivate them to learn. For example, older children comment on their enjoyment in the mud kitchen outdoors, while younger children enjoy a wide range of sensory play. Staff skilfully support children to move to the next age group room within the nursery and to other settings and school. They have built good links with staff at local schools to promote consistency and a strong start for children. Staff support children's early literacy skills. For example, older children learn to recognise letters and the sounds they represent and practise writing their names. Staff read familiar stories and encourage children to retell parts of the story during pauses. They engage younger children as they happily copy the actions along with the words in the songs. This helps to support their speaking, listening and attention skills. Younger children particularly enjoy repeating the names and sounds of farm animals.

Personal development, behaviour and welfare are good

Children play cooperatively and behave well. Staff promote behavioural expectations in positive ways. For example, they use a range of visual and auditory prompts to help all children know what to expect during the daily routines. Furthermore, behaviour management training has helped to establish good strategies, such as reward charts, effective praise and encouragement. Staff promote children's good health through healthy eating and daily exercise. For example, they lead focused physical sessions to strengthen children's balance and coordination and to promote younger children's confidence to walk and climb. Staff support children's independence well and encourage their individual choices in play. For instance, older children increasingly learn to manage their basic self-care skills and follow routines with ease.

Outcomes for children are good

Children are eager and motivated to learn. For example, they show high levels of concentration as they thread small cereal hoops onto spaghetti sticks. They are curious and enjoy experimenting with textures, such as exploring sand and water with different tools. Children are self-assured, independent and confident communicators. They develop their mathematical skills well. For instance, they count various items in their play and compare measurements when filling different sized containers with water. Children make good progress and develop important skills to help prepare them for the next

stage in learning.

Setting details

Unique reference number	EY445090
Local authority	Manchester
Inspection number	10069591
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	59
Number of children on roll	53
Name of registered person	BEC Nursery Limited
Registered person unique reference number	RP906506
Date of previous inspection	21 August 2014
Telephone number	0161 4431 700

New Amigo's registered in 2012. The nursery employs eight members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, one at level 2 and one member of staff holds a level 6 childcare qualification. The manager holds a relevant qualification at level 5. The nursery opens from Monday to Friday, from 7.30am until 6pm all year round, excluding bank holidays. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

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