

Inspection of Amaryllis Day Nursery

Limelight, 27 Shrewsbury Street, Manchester M16 9BB

Inspection date: 5 February 2020

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 show that they are happy and settled at this warm and welcoming nursery. They approach visitors with confidence and invite them into their play. The nursery has high-quality, age-appropriate toys which support children's exploration and learning. For example, babies giggle with delight as they discover toy sea animals frozen in ice. They enjoy exploring the feeling of the cold water on their hands as the ice begins to melt.

Children engage well in their play and show positive attitudes towards their learning. They develop good small-muscle skills as they explore scented dough with their hands. Outside, children throw balls and climb on apparatus to build large-muscle skills. They become enthralled while searching for an imaginary bear using binoculars. Children are eager to join in with counting games while pretending to be in a space rocket. They take part in nursery rhymes and singing sessions at the on-site library, which helps to develop their communication and language skills.

The dedicated managers ensure that staff are positive role models for children. Staff have high expectations for children's behaviour. Children understand the 'golden rules' and follow them well. They are kind towards their friends and take care of toys. To promote children's emotional well-being and individual needs, staff work in close partnership with parents, external professionals and the community.

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

- Managers and staff carefully consider where they can improve and show great determination to achieve the highest possible standards. They are passionate about supporting children to make the best possible progress.
- Children are provided with a rich and ambitious curriculum which builds on what they already know and can do. For example, children are encouraged to make marks and copy squares onto 'glitter boards', while correctly holding pens. Children receive the individual support they need so they all make good progress. However, staff do not always adapt their practice to challenge children's learning to the highest level.
- Leaders have rightly identified the need to focus on communication and language development for all children. In the main, this is well promoted. Children sing along to nursery rhymes and listen to staff when spoken to. However, staff do not consistently model the correct pronunciation of letter sounds and vocabulary to promote children's speech and language.
- Careful consideration is given to how any additional funding the nursery receives is spent to ensure it has the biggest impact on children's learning and development. Children who speak English as an additional language receive good levels of support. Staff make referrals to speech and language therapy

where appropriate. Children with special educational needs and/or disabilities make good progress through effective interventions, supported by parents and external professionals.

- Managers have ensured that secure links are established and maintained with parents, the on-site community centre, external professionals and the wider community. Regular updates are provided to parents which detail what children do each day and what they have learned. Parents commend leaders for creating such a welcoming and special nursery where their children are valued and settled. Through links with the on-site community centre, children have access to a well-stocked library, and activities such as a mobile farm visit.
- Staff well-being is given high priority and necessary steps are taken by leaders to reduce workload. Staff are confident to suggest ways to further improve the nursery. Mandatory training is completed, though a comprehensive programme of professional development to raise staff practice to an outstanding level is not established.
- Children are confident and behave well. They learn about similarities and differences between themselves and others, and are well prepared for life in modern Britain. For example, they learn about different festivals and visit people in the community. Children are encouraged to manage their own needs, such as when taking off their coats and serving their own food at lunchtime. However, staff do not consistently ensure good hygiene procedures are followed, such as when wiping children's noses.

Safeguarding

The arrangements for safeguarding are effective.

The nursery premises are safe and secure. Most staff are trained in first aid. Staff understand how to deal with accidents and injuries. They have a good understanding of how to keep children protected from harm. Staff know how to identify children who may cause them concern and follow the correct referral procedures to promote their welfare. Leaders ensure that staff have up-to-date knowledge around safeguarding and are 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 the programme of professional development to raise staff practice to an outstanding level
- support staff in consistently modelling the correct pronunciation of letter sounds and vocabulary, to promote children's communication and language skills to the highest level
- refine hygiene routines to ensure all staff wash their hands after wiping children's noses.

Setting details

Unique reference number	EY550578
Local authority	Trafford
Inspection number	10144611
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	0 to 5
Total number of places	53
Number of children on roll	55
Name of registered person	Amaryllis Day Nursery Ltd
Registered person unique reference number	RP550577
Telephone number	01618729043
Date of previous inspection	Not applicable

Information about this early years setting

Amaryllis Day Nursery registered in 2017 and is located in the Old Trafford area of Manchester. The nursery employs 11 members of staff, all of whom hold relevant childcare qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round, with the exception of bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

David Lobodzinski

Inspection activities

- The inspector observed staff and children throughout the day, inside and outdoors. He evaluated the impact of the interaction between staff and children.
- A learning walk was conducted by the manager and the inspector.
- The inspector held discussions with managers, staff, parents, children and a representative from the on-site community centre.
- A joint observation was carried out by the inspector and the manager.
- 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.

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 2020