

# Inspection of Roobyloo's Nursery Worsley Ltd

323 Manchester Road, Manchester M28 3HH

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Inspection date: 11 June 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

The manager has a clear vision. She is committed to offering an inclusive provision and plans a curriculum to support children's learning from their starting points. She supports staff to develop each child's unique personality and build strong bonds with children. This helps them to understand each child's preferred learning style. Some children benefit from learning outside. Staff support this, taking children into the outdoor area while other children carry on learning indoors. Children, including children with special educational needs and/or disabilities (SEND) make progress.

Staff know the importance of offering children sensory experiences to help them learn. They tailor these experiences to meet children's needs. For example, children play with dough. Staff talk to them about the texture and introduce new words in their vocabulary. Scent is added to the dough. This helps children with visual impairment to access the activity. Older children manipulate dough to strengthen their finger muscles. This helps them when mark making and learning to write. Children's learning is targeted and specific. Staff model positive behaviour. They encourage children to use good manners and to share. Children are confident, they talk to visitors and invite them to join their play.

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

- The manager has systems in place for safer recruitment. This ensures that staff are suitable to work with children. She supports staff with a robust induction. In addition, the teacher from another setting in the wider company supports staff to improve teaching. Recently they have focussed on early mathematics. As a result, children discuss size and shape as they play. They discuss if items are heavy or light. These skills help children to develop good mathematical skills.
- The setting supports children with SEND. The manager and staff work closely with partner agencies, such as the sensory impairment team and physiotherapists. Staff follow the advice of specialists and carefully plan the curriculum to include learning opportunities that will support children's progress. Strong partnership work with parents ensures information is communicated between parents and all agencies involved. Children benefit from a consistent approach between their carers.
- Staff plan effectively to support children's learning. For example, staff complete adult-led activities with clear targets for children's learning. They support each child to build on their current abilities. However, the timing of activities mean that sometimes children find it hard to concentrate. For example, children are distracted from their play as groups of children are taken through their room to access the outdoor area. These distractions make it difficult for children to remain engaged in their play.
- Staff use strategies to support children in managing their behaviour. For

example, they ask children to think if their behaviour makes people happy or sad. Children generally behave well. They turn take and share. When disagreements do occur staff are on hand to support children. However, behaviour is not always supported consistently well across the setting. As a result, sometimes children are less responsive to staff requests.

- Children are encouraged to develop their independence as they move through the setting. For example, babies feed themselves using fingers or a spoon. Toddlers are helped to use a knife and fork. Pre-school children are encouraged to self-serve. Children become increasingly competent in their self-care. This helps them as they prepare to transition to school.
- Staff talk to children about healthy lifestyles. For example, children have a tremendous time exploring different fruit and vegetables. They feel the textures and cut or peel fruit to see what they look like inside. Staff encourage children to taste the foods. They discuss foods that are good for you. Children begin to learn about foods that are good for them.
- Children enjoy spending time outside. They practise physical skills, such as balancing and jumping. Children develop their large muscles. In addition, children spend time scooping sand into containers. They develop their hand-eye coordination. Children make good progress with their physical development.
- Staff help children to learn about what makes them unique. For example, staff make books using photographs of children's families and special events, such as birthdays or traditional celebrations. Children are eager to look at their books. They show their friends the pictures of their family. Children learn about differences and similarities in families.

## Safeguarding

The arrangements for safeguarding are effective.

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

## What does the setting need to do to improve?

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

- plan the routine effectively, so that distractions are minimised and children remain engaged in their learning
- support staff to be consistent in managing unwanted behaviours, so children listen to and respond to adult requests

## Setting details

<b>Unique reference number</b>	2660299
<b>Local authority</b>	Salford
<b>Inspection number</b>	10339502
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Roobyloos Nursery Worsley Ltd
<b>Registered person unique reference number</b>	2660300
<b>Telephone number</b>	01617907454
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The setting registered in 2021 and is located in Worsley, Salford. It employs 15 members of childcare staff, of whom one has an appropriate early years qualification at level 4, ten at level 3 and 1 at level 2. The setting opens Monday to Friday 7.30am to 6pm all year round, with the exception of bank holidays and Christmas. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lynn Richards

## 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 manager and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector spoke with the registered individual about the leadership and management of the setting.
- 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 manager and the inspector carried out a joint observation.

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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