

Inspection of Launch Pad Pre-School

Bagley Street, Droylsden, Manchester M43 7BB

Inspection date: 20 July 2022

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 are happy and safe at this good pre-school. Despite some changes due to the COVID-19 pandemic, children show resilience. They part from their parents with ease and settle quickly. The key-person system is effective. Staff get to know children well, which supports children's emotional well-being.

Children have positive attitudes towards their learning. For example, they make 'rockets' and are excited to test them outdoors. Children say that their rocket is 'going to blast to the moon'. They develop their small-muscle skills while using scissors and while making shapes with play dough. Children tell the inspector that they have made a 'worm' and they remember that they 'saw a worm in the back garden'. They are eager to discover new things, such as exploring the sounds that musical instruments make, and using pipettes to make 'perfume' from water and fruit. Children learn about similarities and differences between themselves and others. They look into mirrors to draw self-portraits and develop their imaginations while enacting the roles of dentists. Children practise their mathematical skills by writing numbers. They learn to recognise their names. Outdoors, children show good large-muscle skills and coordination while balancing along beams and throwing balls.

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

- The dedicated manager believes that 'every child is unique and deserves to develop and learn in their own way'. She has a good grasp on the pre-school's strengths and areas to develop. Accurate self-evaluation includes the views of staff, parents and children. This enables leaders to understand how to continue to improve the pre-school.
- Overall, staff provide children with a broad and balanced curriculum. This helps children, including those accessing additional funding, to make good progress. That said, the planning of the curriculum does not focus sharply on the intended knowledge and skills that children need to acquire. This means that some activities do not consistently help children to meet their next steps in learning.
- Leaders are passionate about supporting children with special educational needs and/or disabilities (SEND). They establish effective links with external professionals to get children the support that they need. Staff include parents in regular reviews, helping children with SEND to make good progress.
- Staff foster children's love of reading. They read stories and sing songs to children throughout the day. This allows children to learn new words, such as 'meteorite'. Children discuss stories, which helps to develop their speaking and thinking skills. For example, they comment that the meteorite 'looks like a star'.
- In the main, children behave well. They use good manners and show curiosity towards visitors. For example, children are eager to tell the inspector their

names and show him their play dough models. They play well with their friends. However, staff do not always make their expectations of children's behaviour clear or consistent. For example, staff sometimes ask children to tidy up and to use 'walking feet', but children do not always follow these instructions.

- Care practices are good. Children eat nutritious, home-cooked meals. They tell the inspector that 'today we are having chilli' and that it is 'hot and spicy'. Children learn that good hygiene practices contribute to their good health. For example, they learn the importance of toothbrushing. Children benefit from dance and music lessons from specialist providers.
- Partnership working is strong. Leaders utilise support from the group of nurseries to which the pre-school belongs. They establish links with schools to support transitions. Parents comment that staff 'truly care about the children' and go 'above and beyond'. They value the communication from staff and report that their children make 'leaps and bounds' in their learning.
- Staff report that leaders are supportive and that the team is 'friendly'. They follow a comprehensive induction process and leaders make sure that they complete mandatory training. That said, leaders acknowledge that the programme of coaching and training for staff needs developing further, to raise staff practice to a consistent level.

Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure. Leaders complete thorough checks to ensure that staff are suitable to work with children. Staff receive training in safeguarding and first aid, and leaders make sure that this knowledge is up to date. For example, they ask safeguarding questions at staff meetings. Staff understand how to keep children safe and protect them from harm. They know the local authority referral procedures and how to refer concerns about children's welfare or a colleague's conduct. Staff have a broad understanding of safeguarding issues, such as breast ironing, county lines and the 'Prevent' duty.

What does the setting need to do to improve?

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

- sharpen curriculum planning, so that activities consistently help children to meet their next steps in learning
- support staff to make behaviour expectations of children clear and consistent
- develop further the programme of coaching and training, to raise staff practice to a consistent level.

Setting details

Unique reference number	2580115
Local authority	Tameside
Inspection number	10239415
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 at time of inspection	3 to 4
Total number of places	62
Number of children on roll	65
Name of registered person	CBS Nurseries Limited
Registered person unique reference number	RP544854
Telephone number	0161 370 0818
Date of previous inspection	Not applicable

Information about this early years setting

Launch Pad Pre-School registered in 2020. It is situated in Droylsden, Manchester. The nursery employs 11 members of staff. Of these, ten hold early years qualifications at level 2 and above. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am to 6pm. 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 of the setting.
- The manager and the inspector completed a learning walk.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- A joint observation was carried out by the inspector and the manager.
- The inspector held discussions with the provider, manager, staff and children at appropriate times during the inspection.
- The views of parents were considered through written testimonials and discussions.
- 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 2022