

Inspection of Launch Pad Pre-School

Baguley Street, Droylsden M43 7BB

Inspection date: 11 July 2024

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

Staff create a warm 'home-from-home' feeling for all the children and families who attend this nursery. Children come to the nursery eager to start their day and laugh and giggle as they interact with the staff. They demonstrate they feel safe and secure as they confidently communicate with others. Staff support children to develop a good sense of self-esteem and confidence to prepare them for the next stage of their learning.

The nursery provides a wide range of experiences for children. This helps children develop their knowledge and understanding of the world around them. Younger children curiously ask staff questions as they explore the different fruits that caterpillars eat. Staff build older children's knowledge as they talk about different flowers while children use their imagination to create their own. Children show an eagerness to learn new things and have positive attitudes to learning.

Staff work hard to develop consistency for children to help support their behaviour. As a result, children behave very well. Various strategies and resources are used to help all children understand what is expected of them. For example, for children who may struggle with their understanding, visual sand timers are used to help children know when it is time to tidy up. This helps children to manage their own behaviour and emotions as they know what is happening and what to expect next.

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

- All children, including children with special educational needs and/or disabilities (SEND) are progressing well. Staff swiftly identify children's needs and use their comprehensive knowledge of the children to quickly put support in place. The nursery then works closely with outside agencies and parents to ensure everyone in the child's life is working towards the same targets. This helps ensure gaps in children's development are beginning to close.
- The nursery has designed a curriculum which builds upon what children already know and can do. Staff use their interactions to develop new vocabulary with children and help them to become critical thinkers. However, some staff do not consistently implement the intended learning outcomes. For example, during some activities, staff do not fully understand how they can help children meet the intended learning outcomes. At times, this does not always help further children's learning.
- Children's physical development is promoted well through both the indoor and outdoor provision. They have ample opportunities to access the outdoor area. During this time, they practise skills, such as running, climbing and balancing. For example, children are developing their core muscles as they independently balance on the balance boards. Experiences, such as smashing ice to reveal

minibeasts, helps the younger pre-school children develop their grasp. This supports children's early writing skills.

- Staff create clear and consistent expectations for children's behaviour. They implement the same strategies throughout the nursery which helps embed children's understanding of what is expected of them. For example, when staff say to children it is time to go inside, children quickly follow instructions and line up. Children behave very well.
- The nursery supports children's progression through the nursery and to school extremely well. For example, staff recognise when children may need further support to settle and put strategies in place, such as extra taster sessions and close partnership working with the local schools. This helps supports children's emotional development to confidently progress to their next stage of learning.
- Staff teach children about having regard for others. They learn about other people's boundaries and how to respect these. For example, children ask their peers if they would like a hug before giving them one. Children are learning the skills they need for a life in modern Britain.
- Overall, the nursery manages daily routines well. However, during busy times of the daily routine, staff momentarily do not always consider how to be fully effective in their deployment. This means that at times, staff are not consistently providing children with the level of attention they need.
- Partnerships with parents are strong. Parents say that staff 'go above and beyond' to support children's individual needs. The nursery uses various communication tools to keep parents updated on their children's progress, such as their online app. Additionally, for families who have children with SEND, 6-weekly meetings provide parents with a clear overview of the tailored support provided for their children. This helps parents support their children's learning at home.

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:

- support staff to consistently implement the intended curriculum intentions
- strengthen staff deployment during busier times of the day, so that children's needs are more consistently met during these periods.

Setting details

Unique reference number	2721490
Local authority	Tameside
Inspection number	10355581
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	2 to 5
Total number of places	72
Number of children on roll	72
Name of registered person	Kids Zone Nursery Group Ltd
Registered person unique reference number	2721492
Telephone number	0161370 0818
Date of previous inspection	Not applicable

Information about this early years setting

Launch Pad Pre-School registered in 2023 located in Droylsden. The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above and one holds level 2. The nursery opens from 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

Joanne Buckley

Inspection activities

- This was the first routine inspection the nursery has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the nursery and has taken that into account in their evaluation of the nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 talked to staff at appropriate times during the inspection and took account of their views.
- The staff spoke to the inspector about how they support children with SEND.
- 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 inspector carried out a joint observation of a physical development activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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