

Inspection of Old Moat Childcare

Old Moat Children's Centre, Old Moat Lane, Manchester M20 1DE

Inspection date: 1 May 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Leaders have a curriculum intent in place. However, it is not always ambitious and is not always implemented effectively. Staff plan activities that support children's interests. However, they do not always provide children with activities that build succinctly on what children know and can do. As a result, some activities lack a clear purpose, which leads to some children becoming disengaged. This does not maximise all children's learning. Staff report their well-being is supported well. Leaders have coaching and mentoring systems in place to support staff well-being and provide staff with training opportunities. However, these systems are not fully effective. Staff training is not always effective in ensuring that they understand or follow the setting's policies and procedures, which contributes to inconsistencies in practice.

Staff support children well in developing a love for books and rhymes. Children enjoy joining in with familiar songs and actions, and staff read stories with enthusiasm. This supports children's communication and language development. Staff have built lovely relationships with children. They show big smiles and offer positive praise to recognise children's achievements. Children are happy and demonstrate that they feel safe. Staff are attentive to children's individual needs as they offer cuddles when children are tired or sad. This helps children to settle. Staff support children to understand the rules and boundaries of the setting. For example, they teach children about sharing and the importance of tidying up their resources. Children listen carefully and follow the instructions. They are kind and caring and develop respectful relationships with their friends.

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

- Staff plan learning experiences for children that they know children will enjoy. For example, they look and talk about the bugs they find in the garden. However, some of the learning experiences planned are not always well-sequenced to build cumulatively on children's current skills. On some occasions, staff are not always clear on how the activities build on children's next steps in learning. This means children are not always fully supported to make consistently good progress in their development.
- Leaders have a broad curriculum intent in place. However, the curriculum is not always implemented well. There have been recent staff absences, which have led to there being a disjointed approach to delivering the curriculum. Staff are not consistently deployed effectively in order to meet children's individual needs. Consequently, there are occasions where some children lose focus in their learning, and at times, quieter children are missed. This means that some children are not always engaged in meaningful learning opportunities.
- The provider has systems in place to support staff's professional development.

Staff's practice is evaluated during induction and supervision sessions. However, the systems that are put into place are not always effective. For instance, some staff cannot recall the supervisions they have attended. In addition, training is not always effective in ensuring that staff understand the settings health and safety policies and procedures, such as the smoking policy. For example, staff smoke in their uniform, despite this not being in line with the policy, which means children are occasionally exposed to risk of cigarette smoke on staff clothing. This compromises children's health.

- Staff have established secure partnerships with parents. They keep parents regularly updated on their child's learning and development by sharing photos and observations through an online app. Parents are invited to attend stay-and-play sessions, meet and greet and coffee mornings, which provides an opportunity to engage with their child's key person. This helps to provide some continuity in children's care and education.
- Leaders use additional funding, such as early years pupil premium, to support children's individual needs. Staff identify children's needs and put targeted support in place. For example, staff use objects of reference to support children's communication needs. They make timely referrals and work in partnership with parents and professionals from the local authority to support children with special educational needs and/or disabilities (SEND). These partnerships help children with SEND to make progress in their development.
- Staff promote children to develop healthy lifestyles. They support parents with providing healthy and nutritious lunches and offer fresh drinking water throughout the day. Children learn about the importance of teeth brushing and practise this skill. These opportunities develop children's understanding of what contributes to their own good health.
- Staff support children who speak English as an additional language. They have worked together with parents to learn key words and phrases in their child's home language. Furthermore, they have implemented these words into the child's day at the setting. This helps children to feel a sense of belonging.

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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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plan an ambitious and well-sequenced curriculum that builds succinctly on what children already know and can do	05/06/2025
ensure the implementation of the curriculum is effective and staff are well deployed to support children to become fully engaged in meaningful learning experiences that meet their individual needs	05/06/2025
develop more robust systems to ensure that staff training, particularly on health and safety procedures, is effective and promotes children's health and well-being.	05/06/2025

Setting details

Unique reference number	EY550630
Local authority	Manchester
Inspection number	10393578
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 11
Total number of places	30
Number of children on roll	50
Name of registered person	Community-Minded Ltd
Registered person unique reference number	RP531676
Telephone number	07753766717
Date of previous inspection	27 November 2019

Information about this early years setting

Old Moat Childcare registered in 2017. It is located within a children's centre in the Withington area of Greater Manchester. The setting opens Monday to Friday, from 9am until 5.30pm, all year round, with the exception of bank holidays. There are 17 members of staff employed, of whom 15 hold appropriate early years qualifications. The setting provides government funded childcare.

Information about this inspection

Inspector
Danielle Kelly

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager, special educational needs coordinator and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and the children.
- The inspector spoke to several parents during the inspection and took account of their views.

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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