

Inspection of Echoes Day Nursery

63 Charles Street, Manchester M1 7DQ

Inspection date: 27 July 2021

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 confident, safe and well behaved at this setting. They approach visitors with glee. Older children create colourful badges and present them to the inspector as a welcome gift. Babies coo and wave at each other while they contentedly rest in the arms of their key persons. Toddlers show high levels of engagement as they explore different textures and mix paints together to create new colours. Staff support children well. This is evident as children independently and securely explore their surroundings and return to familiar adults when they need support.

The manager has adapted some aspects of the daily routine in response to the COVID-19 (coronavirus) pandemic. For instance, parents no longer enter the setting. Children have adapted very well to this. For example, babies settle extremely well into the setting. They build strong, warm bonds with their key person despite having been isolated from social activities during the national lockdown. Older children contribute to the curriculum. They suggest ways in which they can experience new things while outings are not possible. For example, children have adopted a cow from a local farm. They name the cow, write her letters and delight over her changing appearance as she grows.

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

- The manager is extremely passionate about supporting her staff team. She effectively manages staff workloads and has designed a unique program to monitor staff well-being. She uses this to evaluate and improve upon staff practice, as well as providing tailored emotional support to anyone who needs it. Staff really appreciate this and report that they feel 'incredibly supported' within their roles.
- Parents hold the nursery in very high esteem. They appreciate the guidance offered by the manager and her staff team. Parents report that they are very well supported and find communication to be one of the main strengths of the nursery. Above all, they state that they feel completely reassured that their children are safe and happy here.
- The manager and staff team deliver a thoughtful, targeted curriculum to all children. Children are, generally, engaged and excited to learn. Babies delight as staff members sprinkle sand over their bare toes. They look up in surprise with wide smiles, enjoying the sensation. Toddlers listen to stories with keen interest. They marvel at the pictures in books and lean in to look at the words on the pages. Pre-school children show wonderful imaginative skills as they create magical potions to help 'free the fairies from the dragons'. Children make good progress and genuinely enjoy these varied learning experiences.
- Children are well prepared for the next stages in their learning journeys.

Younger children develop self-care and independence skills in anticipation of moving up within the nursery. Pre-school children show impressive early literacy and mathematical skills. They begin to make recognisable marks when drawing and writing. They confidently count out loud and use simple mathematical language in their play. These skills are beneficial for children who are preparing to move to primary school.

- Children with special educational needs and/or disabilities and children who receive additional funding make good progress. The manager closely monitors any children who require extra support and implements individual learning strategies where needed. As a result, any gaps in children's development begin to close rapidly.
- Some staff support children's communication and language development well. Younger children listen attentively when staff introduce key words during painting activities. Older children recount stories independently and proudly share new language they have learned, such as 'protein'. However, some staff do not use effective questioning techniques when speaking with children. At times, children are overwhelmed when staff ask several questions in quick succession. As a result, children fail to respond or offer one word responses. This is not supportive of children's critical thinking skills.
- Staff do not always acknowledge when children are struggling to manage their emotions. At times, staff respond to children's outbursts with distraction techniques. This often successfully encourages children to return to their play. However, children are not always given the opportunity to express why they are feeling sad or angry, or seek a resolution. This does not support children in beginning to understand and manage their own emotions.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff have a robust understanding of indicators which may suggest that a child is being abused or neglected. The manager is proactive in educating all staff about relevant safeguarding issues and how to identify them. She attends regular training and uses this knowledge gained to create a culture of safety and awareness. Staff confidently know the steps to take should they need to report any concerns about a child or the conduct of a staff member. The manager, who is the designated safeguarding lead, recognises her roles and responsibilities. She demonstrates real commitment to doing everything in her power to help keep children safe.

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 use consistent and effective questioning techniques in order to

further extend children's communication, language and critical thinking skills

- encourage staff to give clear and consistent messages to children when supporting them with moments of frustration or upset, in order to further help children begin to understand and manage their own emotions.

Setting details

Unique reference number	2518745
Local authority	Manchester
Inspection number	10194571
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	0 to 5
Total number of places	72
Number of children on roll	81
Name of registered person	Network Nurseries Limited
Registered person unique reference number	RP906985
Telephone number	01614410279
Date of previous inspection	Not applicable

Information about this early years setting

Echoes Day Nursery registered in 2019. It is based in Manchester. The nursery employs 18 members of staff, of whom, 15 hold a relevant level 3 childcare qualification and two are unqualified. The manager has a relevant level 4 childcare qualification. The nursery operates from 7.30am to 6pm, Monday to Friday, all year round. The nursery offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shauneen Wainwright

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and have taken that into account in her evaluation of the provider. The 'risings' room was closed during this inspection.
- The manager and the inspector conducted a learning walk, where the curriculum offered and the impact this has had on children's development was discussed.
- Children, parents and staff shared their feedback and experiences with the inspector, which was taken into account when evaluating the setting.
- A joint observation of practice was completed by the inspector and the manager in order to evaluate the quality of education.
- The inspector scrutinised relevant documentation, including first-aid certificates and documents pertaining to the suitability of staff.
- Leadership and management discussions were held by the inspector and the manager throughout the inspection.

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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