

Channings Childcare Limited

Inspection report for early years provision

Unique Reference Number 508032
Inspection date 14 January 2008
Inspector Susan Margaret Lyon

Setting Address Springbank Street, Werneth, Oldham, OL8 4LH

Telephone number 0161 622 1165

E-mail

Registered person Catherine Hoggard

Type of inspection Integrated

Type of care Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Channings Childcare Limited was registered in 1999 to provide full day care for 85 children. The nursery is housed in a two-storey converted building in Oldham. There are three playrooms and children are grouped according to their age. The nursery is open Monday to Friday from 07.30 to 18.00 all year. There are 43 children currently on roll, 15 of whom are in receipt of educational funding. The nursery supports children with English as an additional language. There are 14 members of staff, nine of whom are qualified.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy and have a good understanding of hygiene practices, such as washing hands after toileting and before food. They are cared for in a clean and hygienic environment through daily cleaning rotas and colour-coded cloths and mops. Children are protected from infection through an exclusion policy being in place which is explained to new parents. Also,

the availability of tissues and good nappy changing routines help prevent the spread of germs. Strong emphasis is placed on daily physical activity outdoors and children enjoy experiencing different weather wearing appropriate clothing and footwear. Children rest or sleep as they need promoting their health and well-being.

Children are nourished well through a variety of healthy food. For example, they enjoy pasta, vegetables and fresh fruit each day. Their individual health and dietary needs are met through discussions with parents and the recording of allergies and intolerances. Children effectively learn about healthy eating through growing and planting vegetables and herbs. For example, they smell the mint and use it in cooking, and wash the tomatoes and carrots before eating them for lunch. Water is always available keeping their bodies healthy and hydrated.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Play areas are bright, colourful and welcoming using an abundance of mobiles, displays, posters and children's art work. However, some areas of the building are less appealing and inviting due to peeling paint and plaster. Children are able to move around safely and confidently due to the organisation of furniture and resources creating sufficient space. Children use suitable toys and equipment due to good routines for keeping them safe and clean. Children are cared for in a safe and secure environment through effective measures. For example, socket covers are in place and radiators are guarded. Furthermore, children are protected from harm through thorough risk assessments which are recorded and signed.

Children are kept safe on outings because staff put adequate precautions in place, such as higher ratios, using reins and babies are strapped in buggies. Older children learn to keep themselves safe through appropriate discussions with staff about walking inside the building and not putting toys in their mouths. Children's safety is enhanced due to the staff having a good awareness of fire precautions. For example, children develop an understanding of fire procedures through being made aware of and practising the emergency evacuation plan. Children are protected because the staff are clear about their roles and responsibilities in a child protection situation.

Helping children achieve well and enjoy what they do

The provision is good.

Young children play well with a good range of manufactured toys. For example, the babies pick up telephones and babble, and toddlers 'stir drinks' in the home corner. Children cooperate well together in their self-chosen activity, particularly during role play when they put food in the microwave and chat to each other. Children learn through staff skilfully asking them questions, such as 'What colour is the brick?' and 'Where is the square shape?'. Children are happy and settled. They enjoy their time at the setting as they participate together in drawing on large pieces of paper making lines and shapes. Staff observe and record what children do factually and positively, although the information is not always used to plan the next steps in their learning and development. Babies and young children show fascination when exploring a wide range of textures and natural materials. For example, they enjoy examining ice, shaving foam, dry pasta and shredded paper. Children develop their senses through exploring household objects, looking at mirrors, mobiles and bubbles and listening to music. Through a good range of art and craft materials, children develop their imagination and creativity, thus, promoting

their sense of achievement and enjoyment. For example, they make leaf prints, wood shaving pictures and hand prints using glitter.

Nursery Education

The quality of teaching and learning is outstanding. Staff fully understand the Foundation Stage curriculum and provide a rich, varied and imaginative environment through a wealth of extremely interesting and stimulating activities. For example, children confidently explore wildlife lodges, bat caves and make wormeries to look for tunnels. Children are inspired to learn through first hand experiences, such as touching and feeling real nests and birds' eggs, growing and planting herbs and vegetables to use in cooking and making rain catchers to measure the amounts. Meticulously detailed observations are recorded regarding what children can do in relation to the six areas of learning resulting in excellent planning and assessment systems. Children are highly motivated and animated through staff's enthusiasm, passion and innovative teaching style. Staff treat children with great respect and consideration, and as a result they are well-mannered, polite, assertive and confident.

Children seek out others well to share experiences, such as when playing together in the 'flower shop'. They show care and concern for each other as a child politely says to another, 'I've got your hat for you'. Children take great pride in their achievements as they proudly explain they have tidied up. Children separate for their main carer with confidence as they eagerly run off to play. Some receive appropriate support as and when needed through hugs and cuddles. Children respond well to simple instructions, such as 'put it in the bin please'. They talk freely about their home as they confidently chat and make conversation easily. Children show great interest in print in the environment as they expertly point to their names and say, 'my name begins with C'. They frequently draw and paint giving meaning to marks, such as 'this is my dad'. Children thoroughly enjoy listening to their favourite stories, such as 'The Hungry Giant' and confidently join in repeated refrains. Children correctly use number names and language during play as they count the 'biscuits' using play dough and identify numbers when asked. Children compare two groups of objects and know when they have the same number using coloured animal figures. Children frequently use mathematical language whilst measuring the water in the rain gauge saying, it is full, empty and half full. They freely use size language in the sand play when comparing big and small spades. Children show great interest in the world in which they live as they excitedly play out in the rain wearing appropriate footwear and using umbrellas. They operate simple equipment expertly, such as tape recorders, electronic key pads and telephones. Children realise tools can be used for a purpose as they skilfully use rollers and cutters in the play dough. Children explore objects thoughtfully as they examine the plastic bottles before making rain catchers asking, 'Are they hard or soft?'. Children enthusiastically join in their favourite songs and differentiate colours as they say 'the carrots are yellow'. They make large three dimensional structures which they proudly display and show great interest as they pick and smell the herbs they have grown for cooking. Children move freely with pleasure and confidence as they run outside eagerly to play. They expertly negotiate appropriate pathways when using bicycles or running outside. Children frequently concentrate on activities that interest them using hand and eye coordination, such as making small bead pictures or using glue spreaders. Children judge body space well as they access confined spaces when crawling through the tunnel.

Helping children make a positive contribution

The provision is good.

Children are cared for by staff who work closely with parents to meet the individual needs of children. For example, signed consent forms are obtained for various aspects of care. Children are greatly valued and feel a sense of belonging through identifying their own names and photographs. Strong emphasis is placed on an effective key worker system to help new children settle in and oversee their individual needs and development. Children develop good awareness of the needs of others through appropriate discussions about sharing and using books about feelings. High priority is given to arranging a series of visits to help new children settle or when moving from one room to another. This contributes significantly to children being content, secure and self-assured. Children become aware of the wider world through an excellent range of play resources, such as Eid displays, disabled dolls and toy wheelchairs. They develop awareness and enjoyment in cultural differences as they competently sing songs and use words in Japanese and Punjabi.

Staff ensure all children are fully involved in the life of the setting by changing or adapting the way play is provided to suit all levels of ability. Children's welfare is protected through the staff knowing what to do in the event of identifying a child with learning disabilities or difficulties. Children behave very well as emphasis is placed on staff reinforcing positive behaviour through giving lots of praise for effort and achievement, and awarding stars, stickers and certificates.

Partnership with parents is good. Children's needs are met through the parents being given detailed, written information daily regarding their all-round needs. Information for the Foundation stage is clearly displayed for parents and the policies are always available in the entrance hall. Plenty of information is given to parents through frequent newsletters, the notice board and a prospectus. Staff involve parents in their child's learning through daily chats regarding their achievements and progress. Furthermore, parents are informed of current themes and topics and invited to participate by bringing in items from home. Parents are welcomed into the setting and are at ease talking to staff as each child and parent is greeted warmly on arrival. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Children are protected due to robust recruitment and vetting procedures. Children are cared for by staff with knowledge and understanding of child development as the majority of them are qualified. The setting is well organised to meet satisfactory ratios at all times and is able to provide sufficient cover for staff absences at short notice. Effective deployment of staff contributes to children's enjoyment and achievement. Good organisation of play areas and resources allows children to be independent learners. Well organised documentation contributes to the safe and efficient management of the provision. Most policies and procedures are in place. However, the behaviour management policy lacks reference to bullying limiting the information for staff and parents.

Leadership and management is good. Some staff have attended Foundation Stage training and all are involved in the planning for the curriculum to help children develop in all areas. There is formal evaluation of staff's performances through appraisals. The leader motivates staff and children through acting as a positive role model and introducing new ideas, such as bringing in tadpoles and frogs for a 'mini beasts' topic. Staff feel they receive strong leadership as the manager spends time in the rooms and supports further training. The provision is managed and

monitored through regular team meetings and one to one meetings. There is an effective system in place to identify weaknesses and put plans in place to bring about improvements regarding the operational plan and the delivery of the Foundation Stage curriculum. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the provider was asked to ensure consents for emergency medical treatment are in place, and ensure low level cupboards are secured. Signed parental consents are now in place on the registration forms, and locks have been fitted to low cupboards. These improvements further enhance the care and safety of children attending the setting.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure premises are maintained in a suitable state of repair and decoration
- use information from observations to plan the next steps in children's learning
- implement a bullying procedure.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk