

Channings Early Years

Inspection report for early years provision

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Inspector	Melanie Allen
Setting address	Railway Street, Newhey, Rochdale, Lancs., OL16 3RN
Telephone number	01706 841949
Email	
Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Channings Early Years, which is run by Channings Childcare Ltd, was registered in 1989. It is located in a converted and extended property situated in the Newhey district of Rochdale. It serves the local community. Children are cared for in four rooms, where they are grouped according to age. Older children are cared for on the first floor of the premises. Children have access to a secure enclosed outdoor play area.

The nursery opens each weekday throughout the year from 7.30am until 6pm. A maximum of 61 children may attend the nursery at any one time. There are currently 54 children aged from three months to four years on roll, some of whom receive funding for nursery education. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and those for whom English is an additional language.

There are 18 staff employed to directly work with the children, all of whom have an appropriate early years qualifications, and eight are working towards the next level. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have exceptional knowledge of the children, which ensures that their welfare and learning needs are met at all times. Consequently, children's attainment in relation to their starting points is good. A strong emphasis is placed on valuing each child as an individual. In the main, policies and practices are effective and contribute towards the safety and welfare of the children. Purposeful partnerships with parents and others contribute towards consistency and continuity for children. The setting effectively evaluates their practice and continually improves the provision for all children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review the record of risk assessment which is completed for regular outings to ensure that it is fit for purpose
- ensure the use of observations is consistent to inform planning across all age groups, with regular monitoring.

The effectiveness of leadership and management of the early years provision

Staff have a thorough knowledge and understanding of internal and external safeguarding procedures. They are able to recognise the possible signs of abuse

and know how to report any concerns appropriately. Robust systems ensure staff are suitably checked and qualified for their role, and a record is maintained of all visitors to the premises. The setting also has a fingerprint entry system in place for parents and regular users. The required documentation is stored to respect confidentiality. All consents relating to the welfare of the children are in place. This provides a safe environment to support the children in their development and ensures that they are safe and well protected in the setting. Risk assessments are completed for the premises, both internally and externally, to monitor children's safety. However, these do not always take into consideration any changes that might be encountered on the route of their regular walks around the local area.

Staff have good knowledge of the Early Years Foundation Stage and are able to reflect this in their practice. This knowledge is used effectively to support children in their learning. The nursery is well resourced and organised, and staff make very good use of the learning environment indoors and out to promote development. Resources are attractively displayed in easily accessible boxes, and older children are able to self-select. Walls are adorned with examples of children's creations and they talk excitedly about their pieces of work. Children achieve well as a result of the setting's use of resources.

The owner and senior management team are aware of the setting's strengths and weaknesses. Actions from the previous inspection report were addressed promptly and effectively. For example, the planned continuous provision was reviewed, which enabled the children to develop their independence skills in selecting activities to play with. Continuous monitoring of the setting and practice takes place and changes are made as and when necessary. The Ofsted self-evaluation form has been used effectively to monitor and evaluate their provision, and truly reflects on the setting's practice. Staff attend a wide range of training, including enhancements to their qualifications, and this is used well to reflect and improve current practice within the setting.

Parents are well informed about the setting and their child's learning. They receive detailed information about their child's care. For example, they are encouraged to look at and add to their child's nursery file with their observations and assessments. The nursery enjoys close links with other agencies involved with the children. This means that their individual needs are well supported. Staff are able to offer sensitive support to all children, including those who have special educational needs and/or disabilities. An effective equal opportunities policy is regularly reviewed and supports the staff well. This means that the individual needs of all children are met and they are included fully in the life of the setting.

The quality and standards of the early years provision and outcomes for children

Children thoroughly enjoy themselves and thrive in the stimulating environment created for them by the committed and motivated staff team. They make good progress in their learning from their starting baselines. Children just leaving the setting to go to school are at the expected level of achievement within the Early Year's Foundation Stage. Staff are enthusiastic and confident; their positive

attitude and interaction with the children helps them to feel valued and builds their self-esteem. Staff have effective systems in place to record, evaluate and plan activities which interest the children and are linked to the six areas of learning. However, observational evidence is not always included in the planning. This results in some learning opportunities being missed and impacts on the level of progress being made by individual children. They are flexible in their approach, promoting a balance between adult-led and child-initiated activities. Staff are skilled in encouraging the children to think for themselves and contribute their own knowledge. Children thoroughly enjoy playing in the bright and well organised play spaces. They move freely from task to task and independently interact with the resources. Children have good quality conversations with the staff, for example, as they build and stack bricks, they talk about size, colours and numbers and are asked appropriate open-ended questions, enabling them to contribute.

All the children are curious and eager to participate in the range of activities; they become engaged, concentrate and persevere because they are supported well by the staff. Children's behaviour is exceptional and is supported and fostered through positive interaction and guidance from staff. Good staff role modeling ensures children are kind and helpful to each other and learn to share and take turns.

Children feel extremely safe and relaxed in the nursery. They are very confident and highly competent and are able to communicate their thoughts and feelings through words or gestures. This is because they know that the staff will respond positively to them. Children are very familiar with the daily routine and respond enthusiastically when it is time to tidy up at the end of the sessions. Staff act as extremely good role models in helping children to stay safe, and a small induction for each new child helps them to settle very well. Safety rules assist children to be safe and care for others. For example, children are encouraged to remain in single file on the stairs, holding the hand rail.

Hygiene standards are high and children are learning the importance of washing hands, which is closely monitored by staff. Babies' individual needs are well met and sleeping times mirror those used at home in order to maintain their routines and increase their sense of security. Children are developing their own healthy skills, as they are able to obtain their own tissues and use them appropriately. Children enjoy delicious, home-produced meals and snacks with weekly menus to provide variety. Staff offer valuable encouragement to the children in brushing their teeth after meals. This is also reflected in the 'golden grin' award which the setting has received from their local primary care trust for the fifth year in a row.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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