

Channings Childcare

Inspection report for early years provision

Unique reference number 508032
Inspection date 20/03/2012
Inspector Gill Thornton

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Type of setting Childcare - Non-Domestic

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Channings Childcare, Werneth is one of three nurseries run by Channings Childcare Ltd. It operates from a two-storey converted building in Oldham. The baby and toddler unit is situated on the ground floor with older children cared for on the first floor which is accessed via stairs. The nursery is open each weekday throughout the year from 7.30am to 6pm. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 52 may attend the nursery at any one time. There are currently 46 children in the early years age group on roll. Children attend for a variety of sessions and come from the local and wider community. The nursery supports a large number of children who speak English as an additional language and a small number of children with special educational needs and/or disabilities.

The nursery employs 13 members of staff, of these 12 hold appropriate early years qualifications and four are working towards a further qualification. The nursery receives support from the local authority and provides funded early education for two, three and four-year-old children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery places the promotion of equality and diversity at the heart of its work. Staff have an excellent understanding of each child's individual backgrounds and needs. As a result all children achieve well and make good progress towards the early learning goals given their capabilities and starting points. Children are safe and secure and enjoy learning about the world around them. Partnerships with parents and other professionals are significant in ensuring that the needs of all children are well met. Those in charge have an accurate understanding of the nursery's strengths and weaknesses and take effective steps to promote sustained improvement.

What steps need to be taken to improve provision further?

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

- lead and encourage a culture of reflective practice, informed discussion and a collaborative learning culture - providing time and space for knowledge sharing to provide consistency throughout the nursery
- clarify the wording of the staff recruitment policy to reflect Criminal Record Bureau guidance
- enhance opportunities for children to take more responsibility for their own

dietary needs, such as enabling children to serve their own portions at mealtimes.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected because all staff are knowledgeable about local safeguarding policies and the procedures to follow if they have any concerns about the children in their care. Staff undergo robust recruitment procedures to ensure their suitability to work with children. Effective strategies are in place to ensure that anyone whose suitability has not been checked does not have unsupervised access to children. However, the recruitment policy does not make it clear at what point a Criminal Record Bureau check is requested for new staff. Up-to-date risk assessments ensure that all areas used by the children are safe and secure. Staff carry out effective daily safety checks to ensure children are able to move freely and safely around the indoor and outdoor environment. Good security measures are in place and staff supervise children closely to support their welfare and development.

Children are provided with an interesting, well-equipped and welcoming environment which successfully reflects most children's backgrounds and the wider community. Staff are aware of their own roles and responsibilities and good use is made of individual areas of expertise, such as the ability to speak more than one language. Adults are well deployed and staff rotas carefully managed to ensure children receive good levels of care. Most staff have a good knowledge of the Early Years Foundation Stage and use this well to support children in their learning. However, practise is not always consistent between the pre-school room on the first floor and the toddler/baby room. For example, the pre-school children are cared for in a more thoughtfully organised and stimulating learning environment where innovative teaching strategies help children make significant gains in their learning.

Management have high aspirations for quality and a strong commitment to drive continuous improvement. However, a whole setting approach is not fully fostered to share best practice across the provision. Continuous professional development is well-supported and recommendations from the previous inspection have been effectively addressed to improve outcomes for children. For example, significant improvements have been made to the nursery building to provide children with an environment that is conducive to learning, well managed and suited to its purpose. Plans are now being implemented to further develop the outdoor area now that building work is complete. Children clearly benefit and thrive as a result of attending the nursery. The staff team ensure equality of opportunity is actively promoted throughout the nursery and all children learn to value the rich diversity of the society in which they live.

Parents and carers are well-informed about all aspects of their own children's achievement, well-being and development. The nursery provides meaningful guidance and information about precise ways parents and carers can support their children's learning and development. As a result each child is well supported in

making good progress towards the early learning goals. Highly inclusive systems of communication ensure there are consistent and productive partnerships with parent and carers, resulting in strong levels of engagement in the provision. There are well established channels of communication between all partners involved with individual children which ensure each child receives the support they need to fully promote their learning, development and welfare. Staff offer sensitive individualised support to children who have special educational needs and/or disabilities to ensure all children are fully included in the life of the nursery.

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

Children are happy and well-settled in this welcoming and friendly nursery. On arrival older children eagerly share their news or items they have brought from home with staff and their peers. All children form close and trusting relationships with adults. Children play well on their own and in small groups, interacting and sharing ideas, such as during familiar role play scenarios. Those from different backgrounds and cultures work and play together in friendship and harmony. Staff use highly effective strategies to help children learn to respect their own cultures and beliefs, and those of others. For example, parents are asked to help compile books containing photographs of family members and important events in their children's lives. Children take great pride in showing their books to each other and proudly describing the events in the photographs. As a result children develop high levels of confidence and self-esteem. Older children take great delight in taking home 'Boris the Bear' and telling the other children about Boris's experiences. This idea has been extended to introduce other figures for the children to take home to ensure the cultures and beliefs of all families are included. Consequently children develop a very strong awareness and appreciation of each other's lives. Children enjoy making reference to displays of their own artwork and proudly point out photographs of themselves to their peers. As a result children know they are part of the community of the nursery.

Children make good overall progress in developing the personal qualities that enable them to take responsibilities for small tasks and develop skills for the future. For example, younger children learn to persevere when trying to put on their own shoes. Children enjoy the experience of growing and cooking their own fruit and vegetable and they learn to care for living things, such as the nursery's newly acquired chickens. Older children are confident to express their views, for example, asking to try kiwi fruit at snack time and proudly remembering it was their choice when the fruit is delivered. As a result children learn that their views matter. Children learn the importance of a healthy diet. Mealtimes are a social occasion when children sit down together with staff and enjoy freshly cooked healthy options. Staff respect children's individual dietary needs and preferences when serving children's meals. However, children do not have the opportunity to learn to take more responsibility for their own dietary needs, for example, by serving their own portions of food.

Children are learning to handle tools and equipment safely in their play. Younger

children are beginning to take risks and develop confidence in their own physical skills, such as while playing outside on the slide or using ride-on toys. Children enjoy meaningful opportunities to engage in a broad range of physical play experiences both indoors and out, thus gaining a secure understanding of the importance of exercise as part of a healthy lifestyle. Older children enjoy the challenge of physical games. For example, racing to be the first to stand on a certain shape and then proudly demonstrating their skill at saying its colour in English and Spanish. Children learn to follow good hygiene procedures using child-friendly facilities during well-established routines. Children are learning to show care and concern for others, and they remind each other of simple safety rules while using the stairs. Children behave well and they are learning strategies to support their future independence by settling simple disputes for themselves, knowing that a trusted adult is nearby for support. Children enjoy outings into the local community such as to the shops and park or visiting elderly neighbours to take them a gift at Christmas.

Children's progress in communicating, literacy and skills relating to information and communication technology are developing well. Children have many opportunities to express their own ideas and describe their own experiences. They enjoy operating examples of everyday technology in their play. More able children respond well to staff encouragement to demonstrate their skill at recognising the initial sounds in words and working out which is the first letter in a new child's name. Staff extend children's play by planning relevant and motivating learning experiences based upon children's current interests and prior experiences. As a result children enjoy and achieve well and make good overall progress in all areas of learning and development.

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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

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	2
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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met