

Early Learning Childcare

210-212 Chapel Street, SALFORD, Manchester, M3 6BY

Inspection date

Previous inspection date

22/05/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Parents and carers are kept well-informed about their child's progress and partnerships are strong.
- Successful implementation of the key person system means children feel happy and secure.
- Links with local schools and outside agencies are strong to enable effective continuity of care in children's learning and development.

It is not yet good because

- The range of activities and resources are not always appropriately pitched or challenging enough to meet the age and stage of development for children. This means that children are not sufficiently stretched.
- Opportunities to promote counting for children aged two to three years are not consistently offered to ensure that children's progress in mathematics is fully supported.
- Opportunities for pre-school children to develop their independence to the utmost are not fully implemented, such as, at snack and mealtimes.
- Staff appraisals do not clearly monitor the effectiveness of the quality of teaching. This gives rise to inconsistency in the quality of teaching and learning and, as a result, children make satisfactory, rather than good progress.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all of the rooms and in the outside area.
The inspector checked evidence of suitability of staff working with the children and
- looked at induction and staff training procedures. The inspector also looked at policies and children's records.
- The inspector spoke to the managers and staff in the nursery.
- The inspector looked through children's assessment records and planning documentation and discussed these with staff.
- The inspector took account of the views of children and five parents spoken to on the day.

Inspector

Emily Wheeldon

Full Report

Information about the setting

Early Learning Childcare re-registered in 2012 as a limited company and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Salford area of Manchester, and is privately owned. The nursery serves the local area and is accessible to all children. It operates from a converted building and there is an enclosed area available for outdoor play.

The nursery employs 19 members of childcare staff. All staff members hold relevant level 2 qualification, 4 of whom are working towards level 3, and 8 are qualified at level 3. Two are working towards level 6 and two hold Early Years Professional Status.

The nursery opens from 7.30am until 6pm, Monday to Friday, all year round, except for bank holidays and Christmas. Children attend for a variety of sessions, including the out of school provision and holiday club. There are currently 66 children in the early years age group who are attending the nursery. There is one child in the early years age group who attends the out of school provision. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the individual needs, interests and stage of development for each child is considered and this information is used to plan challenging and enjoyable experiences for each child
- improve the undertaking of staff appraisals in order to identify any training needs and secure opportunities for continued professional development for staff, this particularly relates to ensuring that the quality of teaching is consistent so that children are supported to make good progress.

To further improve the quality of the early years provision the provider should:

- promote further children's understanding of early mathematics by ensuring counting is consistently used and incorporated in areas, such as, the sand, water and other play areas, this specifically relates to children aged two to three years
- develop further opportunities for pre-school children to increase their independence and to take a more active role in the setting, such as, pouring their own drinks and serving their own food at mealtimes.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make suitable progress in their learning and development and are learning a satisfactory range of skills in readiness for school when the time comes. This is because staff work closely with parents to find out interests at home so they can incorporate children's interests into their planning. Observations are thorough and clearly identify children's next steps in their learning. They are used to inform planning, however, activities are not always stimulating and challenging enough. In addition, some activities are not appropriately pitched at the right level for children's age and stage. For example, stories which are shared with babies are too complex because the language is too advanced and babies lose interest and are disengaged. Also, babies who are keen to crawl and climb are not always having their needs met because they are sitting for long periods of time listening to a story.

Planning appropriately meets the needs of children and covers the seven areas of learning. However, opportunities for all children to develop their counting skills in play activities are sometimes missed. For example, while children try and find and count plastic dinosaurs in shredded paper staff do not give them time to explore their mathematical knowledge as they tell them the answer without giving them the opportunity to count

independently. Staff have appropriate expectations and have a good understanding of children's needs. However, the quality of teaching is satisfactory rather than good, as children are not always encouraged to work out answers for themselves. As a result, children cannot make strides in their learning and make best progress.

Pre-school children are encouraged to develop their reading skills and link sounds to letters when they try and find their name on the board at self-registration time. They enjoy taking reading books to share with parents and join-in with 'letters and sounds' activities with staff. They communicate well with their peers. For example, staff encourage pre-school children to talk about their favourite creepy-crawlies. Children with English as an additional language are supported in a number of ways. For instance, staff speak to parents to find out key words in the child's home language and numbers are written in different languages in displays. Other labels, such as 'welcome', and key vocabulary are displayed so staff can support children appropriately. Staff are quick to identify children with special educational needs and/or disabilities and links with parents are strong. For example, staff support parents and children by giving them targets to work on at home and targets to work on in the nursery.

Pre-school children demonstrate they know how to operate basic programmes on the computer. They know the functions of a keyboard and can select icons on a screen. Toddlers and pre-school children enjoy going on 'welly walks' and walks in the local environment, therefore, gaining a greater awareness of the world around them. Opportunities for children to observe chicks hatching at first-hand are also organised. This enables children to have a wider experience of living things and how to treat them with respect, especially when the nursery is based in the city centre. Babies demonstrate they enjoy playing and exploring with different materials, such as cooked noodles, and smile as they explore using their senses.

Staff generally support children's physical skills as appropriate. For example, babies who require help with taking steps are encouraged by staff who lend an outstretched arm. Pre-school children enjoy climbing steps and going down a slide. Opportunities for children to engage in role play are encouraged. For example, toddlers enjoy pretending to feed baby dolls bottles of milk and pre-school children pretend to ring on a doorbell.

Staff complete regular observations which are linked to the areas of learning and summaries are drawn up for each child. This ensures staff can monitor children's progress and track development over time. Key persons regularly share information about children's progress with parents and carers and partnerships are strong. For example, one parent said, 'Assessments and summary reports are personal and written in a caring way. There is consistency of care and staff are supportive.' Children with special educational needs and/or disabilities are identified early and staff make effective arrangements to involve outside agencies where necessary.

The contribution of the early years provision to the well-being of children

Children form secure attachments and feel a strong sense of belonging with key persons. Caring staff work hard to ensure transitions are smooth to help children settle when they

first start. For example, staff build positive relationships with parents and ask them questions about their child's routines and interests. Home routines are mirrored in the nursery and pre-visits are arranged so transitions are effective. Staff mostly support children's independence and self-help skills appropriately. For instance, babies and toddlers are encouraged to feed themselves with spoons. However, opportunities for pre-school to be independent and to develop self-help skills are not fully explored, for example, by enabling them to serve their own drinks and food at mealtimes. This means that all opportunities are not used effectively to ensure children make best progress in independence skills.

The learning environment indoors is suitably organised with areas of learning defined. Resources are accessible to children so they can self-select and be in control of their learning. Careful consideration is given to ensuring all children have access to the outside area on a daily and rotational basis. Although the area is quite small, staff work hard to ensure the environment covers all the areas of learning. Resources indoors appropriately cover the areas of learning, however, do not always meet the age and stage of development of children. For example, the range of books provided for babies are sometimes too advanced and are not particularly tactile or stimulating. As a result, babies lose interest quickly and move on to other areas in the room.

Strategies to promote good behaviour are effective. Staff are consistent in their approach and regularly praise children when they behave well, which boosts their self-esteem. Circle games to encourage sharing and taking turns are promoted well. For example, staff organise activities where children say a child's name before passing the ball around the circle. As a result, children feel included and work harmoniously together in small groups. Children have an appropriate understanding of how to keep themselves safe. They know they must not run in the room and be careful with equipment.

Children have a suitable understanding of healthy lifestyles as they are provided with healthy snacks and meals which meet their dietary requirements. Hygiene practices by staff are appropriate and mean that children remain fit and healthy. For example, all staff ensure they wear gloves and plastic aprons at nappy-changing times to minimise the risk of cross-infection. Physical exercise is promoted in the setting inside and outside. As space is restrictive in the outdoor area, children regularly go on 'welly walks' and on walks in the local area so they gain the benefits of fresh air and exercise.

Links with other early years settings and local schools are established to ensure effective continuity of care. For example, staff plan to take children on visits to schools prior to their admission and share transition records with teachers. Partnerships with other professionals are also strong. Children with special educational needs and/or disabilities have clear targets and progress towards achieving these targets is evaluated accordingly.

The effectiveness of the leadership and management of the early years provision

All staff have a secure knowledge and understanding of safeguarding policies and procedures. They know who to contact should they be concerned about the welfare of a

child and great emphasis is put on keeping children safe. Comprehensive risk assessments and daily safety checks of the premises and outings are in place to further safeguard children. Recruitment, vetting and induction procedures are robust and ensure that all members of staff are suitable to work with children. Additional safeguarding measures, such as an intercom system, passwords for different adults collecting children, and key fobs, also further protect children. In addition, accident and medical records are maintained well to keep children safe.

Self-evaluation takes into account the views of children, parents and staff. For example, parents are encouraged to complete questionnaires, send emails and contribute to assessments. The management team have identified areas of strength and areas to develop and are committed to raising standards. All staff feel valued and part of a team. Training and gaining further qualifications in childcare is strongly encouraged so staff gain more skills which can be cascaded to the rest of the staff team. Management and accountability arrangements are understood and generally applied on a consistent basis. For example, managers monitor staff practice and check the quality of observations, planning and assessments. However, gaps in staff's learning or training needs are not clearly identified and, as a result, teaching across the staff team is variable in quality. The monitoring of educational programmes is sound and ensures children receive a broad and balanced curriculum. Assessment and tracking of children's progress informs staff about any gaps in learning, however, the activities planned do not always challenge children enough to fully extend their learning.

Partnerships with parents and outside agencies are strong and children with special educational needs and/or disabilities are identified early. Staff are quick to inform the manager and parents of any concerns they may have. As a result, appropriate care plans are put in place to support the needs of children and staff liaise closely with other professionals and parents. Successful partnership working with parents means that parents play an active role in their child's learning. Parents contribute to assessments of their child's progress and progress is reviewed and shared with them.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY456161
Local authority	Salford
Inspection number	894064
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	69
Number of children on roll	66
Name of provider	Early Learning Childcare Limited
Date of previous inspection	not applicable
Telephone number	01618319831

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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