

Channings Early Years

Railway Street, Newhey, ROCHDALE, Lancashire, OL16 3RN

Inspection date	18/10/2013
Previous inspection date	01/09/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are well behaved, happy and settled, as they enjoy secure and supportive relationships with their key person. Staff recognise and follow children's unique interests and meet their individual needs well.
- Knowledgeable staff plan activities, individually tailored to children's development, to provide challenge across all seven areas of learning.
- Strong relationships with parents and other professionals are effective in promoting individual development and complimenting learning opportunities to aid continuity for children.
- The manager has high expectations of children and staff. There is a strong commitment to the professional development of staff to drive forward continuous improvement.

It is not yet outstanding because

- Large group activities do not always fully consider the needs and abilities of all children. This means that some younger children are not fully engaged or able to contribute in a way that is of value to them.
- Opportunities to extend babies' learning through more effective use of the outdoor environment are not fully robust.

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.

Inspection activities

- The inspector observed children's activities and staff interaction in the play rooms and the outdoor play area.
- The inspector observed lunch time and snack time with the children.
Discussions were held with children, individual staff members, the manager, the deputy manager, the registered provider of the nursery and some parents. A joint observation was carried out with the manager.
- The inspector looked at documentation, including observations, assessments, planning, systems for tracking children's progress and a sample of other records, including policies and procedures.

Inspector

Kate Smith

Full Report

Information about the setting

Channings Early Years was registered in 1989 on the Early Years Register. It is situated in the Newhey area of Rochdale, and is managed by a limited company. The nursery serves the local area and is accessible to all children. It operates from a two-storey converted building with an enclosed area for outdoor play.

The nursery employs 20 members of childcare staff. Of these, one holds Early Years Professional Status, 13 hold appropriate early years qualifications at level 3, two at level 4, one level 2 and three are unqualified. The nursery opens Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 83 children attending who are in the early years age group.

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

- review the delivery of large group activities to ensure that they take into consideration the needs and aptitudes of all children and support each child's full engagement and participation.

- extend opportunities for babies to use outdoors for learning throughout the year and in a wide range of contexts, such as enhancing their physical skills and promoting their sensory development by engaging with more natural resources.

Inspection judgements

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

Children are happy and make independent choices about their play from a wealth of high quality resources that are provided in a clean, safe and stimulating environment. Staff have good knowledge of the learning and development requirements of the Early Years Foundation Stage and provide interesting and stimulating activities that are planned

around children's interests. Consequently, children are active, confident learners carrying out their own ideas with enthusiasm. For example, a child independently draws a picture of the sun with the nine planets of the solar system in a horizontal line. Staff use appropriate questioning to support critical thinking skills, as the child names all of the planets in order. Encouraging the child to independently write the name of the Sun underneath the appropriate image, the staff member then scribes the names of the planets under the direction of the child. This supports children's knowledge of the world and their emerging writing skills. The picture is displayed on the wall to celebrate children's unique creativity and individual interest, which enhances confidence and boosts self-esteem.

When children join the nursery staff gather information from parents to assess their starting points for learning. Staff observe the children well during play, and assess their development regularly. Staff plan next steps for learning that are tailored to the individual needs of children which means they make good progress in their learning. Children's development is tracked effectively so staff can offer any additional support to individual learning. Development records contain annotated photographs, written observations and assessments. Staff support children with English as an additional language by asking parents for lists of familiar words to help with their communication skills. For example, in the pre-school room, numerals are hung on a line, with the word written underneath in English, Polish and Italian. Children with additional needs and/or disabilities are supported well. Key person's work with outside professionals to plan and implement individual learning plans which are shared effectively with parents.

Children's progress is carefully tracked each term, and staff complete the progress check for children at age two. Staff regularly share their assessments with parents through verbal discussion and children's learning records. Staff encourage parents to share what children have done over the weekend so they can build on any home learning experiences. Parents are actively involved in home learning activities to aid continuity for children. For example, parents are encouraged to take books home to read to their children to promote literacy and communication skills. Dual language books support families with English as an additional language to ensure equality of opportunity.

Staff have high expectations of children and use effective assessments to extend learning and motivate children through effective teaching which supports them to be ready for school. Children's communication skills are enhanced through effective use of implementing ideas from the 'Letters and Sounds' phonics programme. For example, young children join in with immense enthusiasm as they listen carefully to the story about the emergency services and join in with the repeated refrain of 'on the way' at the appropriate time. Young children are encouraged to choose a prop from a bag as a prompt about a familiar action rhyme they sing. Staff ask children who they want to give the bag to for the next turn, but do not give them enough thinking time to put their thoughts into words. Consequently, staff immediately offer another child's name and make the decision rather than respecting children's choice. As older children initiate their own play, they use descriptive language appropriately, explaining 'this is an escalator and it goes up, you can't go down'. Staff use gesture, warm smiles and good eye contact to support and encourage children's emergent language. Staff model simple words like 'pig' and make 'oinking' sounds when a baby chooses a toy animal and use praise and

encouragement when they babble back. Young children cuddle in close to staff as they read a book, touching and counting the cars and tracing the road way with index fingers to support emergent writing skills. However, in the pre-school room, for very short periods of time some younger children are not fully engaged or able to contribute in a way that is of value to them. This is because the large group activity does not fully compliment the learning needs and abilities of all children. Smaller group activities are much more effective at providing appropriate levels of challenge. For example, older children delight in naming complex shapes as they enhance their mathematical knowledge while other children extend theirs by singing appropriate number rhymes. Children touch and count objects, such as how many forks they put on each dinner table and begin to write appropriate numerals.

Pre-school children are very confident and are happy to start conversations, for example they ask the inspector, 'have you been on an escalator?'. Children explain with delight that 'spiders live on a web and eat fly's', which supports their understanding of the natural world. Children are secure and confident in communicating their individual needs, such as, 'please can you help me with cutting?'. They match letters to their sound, and can find on an alphabet chart the initial letter of their name. Through the varied learning opportunities children are acquiring skills that will support them when they move onto school.

Babies and young children explore a range of messy play activities to enhance their creativity and sensory development. Babies splash their hands in warm bubbly water and investigate a basket with sensory everyday objects. Staff support learning well and use a good balance of adult-led and child-initiated activities to extend children's learning. Young children play with porridge as staff enhance resources at appropriate times, having just read the story of 'Goldilocks and the Three Bears'. Children enjoy painting and writing independently giving meaning to the marks they make.

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

Staff build strong relationships with parents and gather effective information to ensure that when children join the nursery their individual needs are well known. Consequently, key person's get to know each child as a unique individual and a gradual admissions policy enables secure attachments to be formed. Parents share with staff what their children enjoy and their development in terms of what children can already do. This enables staff to build around children's interests to help them settle and plan appropriate learning opportunities. Staff respect children's home routines, ensuring continuity of care which supports well-being. Key person's support children well as they move rooms through the nursery. They offer emotional security to children as they make new attachments and explore the learning environment. Staff share information about children's routines and learning and development to aid continuity. Consequently, children throughout the nursery are secure and feel safe in their surroundings. Staff know children well and respond with warmth and concern when they become poorly. Children snuggle into the arms of their key person for comfort until their parents arrive to take them home. Parents appreciate that their children are well cared for by attentive, nurturing staff who have appropriate knowledge of paediatric first aid. When children move onto school, teachers are invited to

come and spend time in the nursery and share information with their key person. This help support the transition through continuity of care and gathering knowledge about children's interests and what they can already do.

Staff act as positive role models for children, treating them with respect and using good manners at all times. They set high expectations for children and encourage them to be kind to each other and to share and take turns. Staff are consistent in supporting children in understanding boundaries for appropriate behaviour and, consequently, they play very well together. Children have good manners, saying please and thank-you without prompting, and are building good relationships with their peers. Staff provide opportunities for children to appreciate and respect each other's differences which supports their understanding of diversity. Children with additional needs are helped with their understanding of what is happening next. Staff effectively use baby signing, dual language flash cards and visual timetables to support children's well-being and emotional security.

The indoor environment is warm, stimulating and well equipped with developmentally appropriate resources. A wealth of quality resources are stored at low-level, which enables children to explore their own interests as they access the resources independently. High standards of cleanliness are maintained throughout the nursery and staff implement good hygiene practices to help minimise the risks of infection. Sleeping children are closely supervised and respected as they are given time to wake up slowly before re-joining the play activities. Children have daily access to an outdoor play area, which is divided into two sections. This enables staff to simultaneously plan activities that can be targeted at meeting different groups of children's needs, while ensuring sufficient challenge. Children sing songs as they expend their energy, lifting and lowering a large parachute. Young children scoot sit-on vehicles with their feet, while older children learn to propel forwards and backwards using pedals. Staff take babies on daily walks in large multiple occupancy prams. This means they are able to access the fresh air and observe the wider community from an elevated view. However, there is scope to further improve opportunities for babies to use the outdoors for learning throughout the year and in a wide range of contexts. For example, enhancing their physical skills and promoting their sensory development by engaging with more natural resources.

Children are supported effectively in making healthy choices to support their well-being. For example, the nursery has received the 'Golden Grin' award in recognition that it supports children to eat healthy snacks and to brush their teeth. Parents of pre-school children are encouraged to bring in a healthy, low sugar snack for their child each Friday afternoon. This shows that parents are engaged by staff to encourage healthy eating for children. The nursery provides varied nutritious meals and snacks of fresh fruit to support individual children's needs and aid continuity of home routines. For example, babies' meal preferences and children's cultural requirements are catered for to respect family requirements. The local authority has assessed the nursery kitchen facilities for food preparation and awarded it the highest grading of five stars, meaning it meets all statutory requirements extremely well.

Older children foster their independence as they help give out the cutlery and set the tables for lunchtime. They help to tidy the toys away and put on their own coats prior to

going out to play. Children are encouraged to wash their hands before meals, to drink water or milk and to clean their teeth, to support their understanding of keeping their bodies healthy. In the pre-school room, children access the bathroom, which is integral to their playroom, independently. Babies and toddlers self-help skills are appropriately fostered by staff as they are encouraged to feed themselves at meal times.

Children show respect for their friends and an understanding of the nursery rules. For example, they explain to a newer child eating his lunch 'you can't start yet' because not all children at the table have received their meal. Children have high levels of personal confidence and are learning good social skills in readiness for their move onto school. They learn to help to keep themselves safe by walking down the stairs carefully and holding the handrail.

Staff use effective risk assessments to ensure the environment and any outings are safe for children. A fingerprint recognition key pad means known familiar people can enter the premises, but other visitors cannot gain access without the knowledge of the manager or staff. Children take part in regular emergency evacuation procedures which supports their understanding of keeping safe.

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

The manager sets high expectations and displays a strong desire to drive forward continuous improvements. The nursery has received the highest quality award, 'High 5', from the local authority. Staff have a good knowledge of the Early Years Foundation Stage and many are continuing with enhanced professional qualifications to further their professional development. Regular peer observations and formal appraisals support staff in maintaining high levels of performance. Consequently, children benefit from good teaching and learning experiences that help them progress towards the Early Learning Goals. Staff regularly track children's progress in all areas of learning. The manager and deputy manager understand the learning and development requirements well. They monitor children's development and the quality of the educational programmes. Managers are able to highlight any children falling behind their peers and engage effective early intervention through discussion with parents and referrals to outside agencies for appropriate support. This ensures children with special educational needs and/or disabilities or speak English as an additional language receive appropriate individual support to make the best progress in their learning. The manager and staff have a good understanding of the Common Assessment Framework and offer support to children and their families. Regular participation in core group meetings ensures that the provision is responsive to the needs of individuals. The nursery has developed effective links with other local providers and shares information by contributing to a three way diary. This promotes partnership working between parents and both providers to aid continuity in care and learning for children.

Staff are included in the nursery self-evaluation process which ensures their views are

valued and supported. Effective self-evaluation also takes into account the views of parents and local authority advisors to ensure any changes are relevant. Development plans are realistic and achievable and include extending and developing the baby room. The manager reflects on previous ways of working, to further improve their practice.

Nursery policies and procedures are shared well with parents. For example, key procedures, such as for safeguarding children, are displayed on notice boards. Staff are fully aware of their safeguarding responsibilities as they receive training as part of their induction programme. This training is regularly updated to strengthen their knowledge. Consequently, staff are able to explain clearly the procedures to follow, and managers know who to contact, and when to make referrals, in the event of a cause for concern. The safeguarding policy includes the procedure regarding the use of mobile phones and cameras in the nursery. All mobile phones are locked away to support the safeguarding of children. Staff recruitment is robust, with effective vetting procedures in place to support the protection of children. The registered person has drafted a disclosure form to recheck staff's suitability to work with children on an annual basis. This means staff ongoing suitability is very well monitored. Children in the nursery are safe because staff use effective risk assessments and appropriate levels of supervision.

Parents and staff regularly share information about the children and offer advice to each other which supports effective partnership working. Staff suggest ideas of how to support their children's learning through home learning activities and effective wall displays that show images of children engaged in a range of activities. Parent's views are gathered by regular discussion and via questionnaires. Discussion, newsletters and the web site keep parents informed of events in the nursery. Parents comment that they are very happy with the service the nursery provides and that the staff are 'warm and genuinely care for the children'.

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	316446
Local authority	Rochdale
Inspection number	917736
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	61
Number of children on roll	83
Name of provider	Channings Childcare Ltd
Date of previous inspection	01/09/2011
Telephone number	01706 841949

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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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