

Embrace Childcare

14th Sale Scouts, 102b Marsland Road, SALE, M33 3NN

Inspection date

Previous inspection date

19/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Staff complete accurate assessments of children and are able to plan to support and extend their learning. As a result, all children make good progress in relation to their starting points.
- Partnerships with parents are strong; this ensures that effective interventions and support strategies are in place to meet children's individual needs.
- Secure key person relationships promote children's independence through warm and sensitive interactions and children's overall well-being is safeguarded as a result.
- Children thrive from friendships with their peers, as a result, they are able to show care and concern for others.
- The manager effectively monitors planning and assessment, as a result gaps in children's learning are closing.

It is not yet outstanding because

- The book area does not maximise opportunities for children to build upon their growing enthusiasm for their favourite stories.

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 held discussions with the manager and staff.
- The inspector viewed a sample of the children's learning journal records.
- The inspector took into consideration the views of the children and their parents.
- The inspector conducted a joint observation with the manager and looked at planning documentation.
- The inspector held meetings with the manager of the provision.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.

Inspector

Lyndsey Murray

Full report

Information about the setting

Embrace Childcare was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a single storey premises in Sale, Trafford and is managed by a private provider. The pre-school serves the local area and is accessible to all children. It operates from one large room and there is an enclosed area available for outdoor play.

The pre-school employs six members of child care staff. Of these, two hold appropriate early years qualifications at level 3, one at level 5 and one with an Early Years Degree. Unqualified staff are working towards a recognised childcare qualification. The pre-school opens Monday to Friday term time only. Pre-school sessions are from 9am until 3pm and out of school care is provided 8am until 9am and again from 3pm until 5.30pm. Children attend for a variety of sessions. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special 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:

- develop the book area to provide opportunities for children to build upon their growing interest and understanding of their favourite stories.

Inspection judgements

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

Assessment is precise and clearly demonstrates children's progress in relation to their starting points and their achievements over time can clearly be seen. Parents contribute towards children's initial assessments upon entering the setting and because of this staff have an excellent knowledge of children's existing skills and abilities. Parents are kept well informed of their child's achievements through the use of a home to setting diary in which staff report on children's progress with the different areas of learning and development. This also allows parents to share information about their child's learning at home. Parents appreciate the time that staff take to update them on their child's progress and one parent commented that she is often pleasantly surprised by how much her child learns at nursery.

Secure partnerships with parents enable staff to tailor targeted strategies and interventions to meet children's specific needs, which are highly effective in promoting children's emotional well-being. A secure knowledge of children's individual needs means that staff have high expectations of all children and this has a very positive impact upon children's self-confidence. Children are motivated and keen to learn enabling them to independently explore their environment. Consequently, children are emotionally well

prepared for the next stages in their learning and are well prepared in readiness for starting school.

The weekly planning is imaginatively devised by diligent staff who work hard to ensure that children are provided with interesting and challenging experiences. The planning is responsive to the changing needs and interests of the children and builds upon their knowledge and skills. For example, children gain increasing control of whole-body movements and develop their understanding of the features of living animals and creatures as they move their bodies to mimic a caterpillar with lots of legs and wiggle like a worm with no legs. During such activities children's concentration is sustained and focused. Parents contribute directly to the planning and there are clear links to how information from parents is used to support children's learning in the setting. Staff plan focused activities that have clear learning intentions and opportunities are differentiated to support and extend children's learning. Consideration is given to how learning opportunities can be adapted for children with limited communication skills so that all children are able to access the range of activities available. Staff reflect upon and evaluate the effectiveness of planning and have developed their format over time. Children who have been identified as having special educational needs and/or disabilities are supported well within the setting, this is because staff effectively engage with a range of partner professionals and support agencies. Some children benefit from one-to-one sessions with staff in order to support their additional needs. The setting successfully supports a number of children who have English as an additional language. They do this by working in close consultation with parents and by gathering a wealth of information about the child's home life. Staff promote the use of children's first language at home and in the setting and value and respect children's unique differences.

The quality of teaching is good. Staff listen perceptively to children, they get down to their level and embrace them through warm interactions. As a result, children are well engaged in conversations with staff who skilfully question children to enable them to reason through their own thought process and deepen their ideas and understanding. Children are skilled thinkers with emerging ideas of which staff enthusiastically extend through becoming involved with child-initiated role play situations. For example, a small group of children decided that the climbing frame was 'Rapunzel's tower'. They were able to recreate scenes from the story through dramatic role play sequences, and the children were heavily engrossed in their play. A member of staff adopted the role of the dragon and presented situations that encouraged children to think about what might happen next. This extended children's imagination and creative thinking skills as they worked collaboratively to rescue 'Rapunzel' from the tower. However, there are limited opportunities for children to build upon children's growing enthusiasm for their favourite stories within the book area. Children are presented with opportunity to define their hand-eye coordination outdoors in the mud-kitchen. They added water to mud by pouring from a wide range of different containers. During the activity staff model language that enriches children's vocabulary introducing words that are not commonly heard, such as 'pesto pasta' and 'minestrone'. Children responded by adding 'mud-bolognaise' to the mud kitchen menu and the younger children enjoyed repeating words and copying the intonation.

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

Children thrive due to the friendships they have developed with their peers and relationships are good on all levels. Staff promote a buddying system, whereby children are encouraged to consider the needs of others and be kind to their friends. This works well, particularly with regard to children who are working to develop their self-confidence and self-esteem. Such practices enable children to respect and tolerate each others differences and it is evident that children feel happy and valued. During registration, children are aware of which children are not present and comment saying that 'they will be here soon'. It is clear that children share a strong sense of belonging and their behaviour shows that they feel safe within the setting. Staff encourage children to think about how their actions affect other people and children are able to demonstrate care and concern for others as well as for living creatures. For example, the children find a spider whilst playing in the garden. At first, they were a little apprehensive but sensitive support from the practitioner provides them with reassurance and the children gently handle the spider. The member of staff asks the children how they could keep the spider safe. The children suggest that they put him in the bushes so then nobody would step on him. Staff act as good role models and provide children with clear guidance on how to behave and develop control over their actions. As a result, children behave in a way that is conducive to their own and others' learning and children are unfailingly polite and their manners are exemplary. Children's transition into school is well supported by strong links with local primary schools, and through this support, children are adapting to new situations.

Well embedded key person systems promote children's independence and as a result, children are able to confidently explore their environment. At snack times, children demonstrate high levels of independence although children know that help from an adult is available if they need it. For example, children persevere to peel back the foil on their milk cartons, they develop their preferences from a selection of healthy snacks and also serve themselves by collecting their own plates and cups. Children benefit from fresh air as they eat their snack outside and retire to areas of the garden, such as the tent, to enjoy their food and drink. Routine practices, such as hand washing before snack and lunch promote children's awareness of how to keep themselves healthy. For example, children explained that it is important to wash the germs off your hands to stop them from travelling to your tummy and giving you a tummy-ache. Some children were too warm and knew that they needed to take off their coats and others made sure that they did not eat too much at snack time otherwise they would not eat all of their lunch, demonstrating that they are able to manage and meet their own needs. Consequently, children's good understanding of healthy practices enables them to contribute towards their own well-being.

Children have access to a natural outdoor play area with wooded, grassy and muddy areas, this provides them with an environment to take sensible and calculated risks, which helps them to learn about keeping safe. Children are aware of the effects of exercise on their bodies as they explain that they have eaten all of their snack to give them energy to run around outside and climb on the climbing frame. Staff are aware of potential risks to children's safety and conduct risk assessments and daily safety checks. Staff diligently

check the outdoor area before allowing the children outdoors to play. This provides a safe environment for children to develop many of the skills necessary for future life.

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

The manager and assistant manager have a good understanding of the safeguarding and welfare requirements of the Early Years Foundations Stage. There is a robust safeguarding policy in place which clearly outlines the procedure to follow if a member of staff has a concern about a child. In addition, the manager has reviewed the setting's safeguarding policy for the use of mobile phones and cameras. There is a strong whistle-blowing culture in place and the manager carries out informal supervision sessions with all staff. As a result, all staff know how to keep children safe. Recruitment and selection processes have a very strong focus on safeguarding and interview questions probe potential candidates' ability to protect and keep children safe. Suitability checks are then followed by a detailed induction and probationary period, of six weeks, for new staff. Annual appraisals are carried out for all staff, these are used to highlight staffs' strengths and areas for improvement. This allows the manager to organise suitable training for staff, which impacts positively upon developing all aspects of the provision. The team as a whole are very well qualified, the manager has completed an early years degree and the assistant manager holds a foundation degree. Unqualified staff are mentored by more experienced staff and are currently working towards a recognised childcare qualification. Overall, staff's qualifications and training have helped to secure outcomes for all children.

The manager has a good understanding of how to meet the learning and development requirements and effectively monitors the planning and delivery of the educational programmes. Assessment is consistent and timely and is effective in identifying individual children who may need extra support. There is opportunity for staff to moderate their assessment judgements through ongoing professional discussions about children's skills and abilities and this results in assessment that fully reflects children's stage of development. The manager works alongside her staff on a daily basis and this enables her to monitor and develop the planning systems and as a result, individual children or groups of children with identified needs are targeted. Consequently, appropriate interventions are put into place and gaps in children's learning are closing.

Partnerships with external agencies are well established, this has allowed the setting to fully support children's additional needs and as a result, children receive the help they need and all children, including those with special educational needs and/or disabilities, and those with English as an additional language, are progressing well and make good progress given their starting points. The drive for improvement takes into consideration the views and suggestions of children, staff and parents. Partnerships with parents are excellent and parents are empowered to make a sound contribution to supporting their children's well-being.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY470795
Local authority	Trafford
Inspection number	936611
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	26
Name of provider	Embrace Pre-school Ltd
Date of previous inspection	not applicable
Telephone number	07903 069974

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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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