

# Channings Childcare Ltd

Prospect House, Fir Bank Road, Royton, Oldham, Lancashire, OL2 6TU



## Inspection date

29 May 2015

Previous inspection date

8 March 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children are provided with an extremely stimulating and exceptionally well-resourced environment, both indoors and outside.
- The staff are calm, warm and caring towards children. They provide them with a welcoming and nurturing environment, where children thrive in their care.
- Staff work alongside parents and other professionals to ensure that children who require additional support with their care and learning are extremely well supported.
- The quality of teaching is good. Staff plan a wide range of activities that ignite children's interests and successfully challenge and extend their learning across all areas of learning.
- Safeguarding procedures are good. For example, all staff are checked to ensure they are suitable to work alongside children and staff know the signs and symptoms of abuse and what to do if they have any concerns about a child's welfare.
- Staff are extremely polite and courteous and, subsequently, excellent role models for children. Staff offer children clear and consistent messages, in order that they learn to keep themselves safe and successfully learn the rules of the nursery. As a result, children are very well behaved.

### It is not yet outstanding because:

- The organisation of some routines, such as hand washing before dinner time, means that, on occasion, children are distracted when they take part in singing activities.
- Some staff do not consistently promote a two-way flow of information with parents regarding children's learning.

## What the setting needs to do to improve further

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

- minimise disruptions when children are engaged in activities, such as song time, by improving the bathroom routine
- improve information sharing with parents, in order to increase opportunities for them to talk about their child's experiences and complement their learning at home.

### Inspection activities

- The inspector observed activities and the quality of teaching, both indoors and outside.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a small selection of parents and children during the inspection and took account of their views.

### Inspector

Karen McWilliam

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff know children very well and plan experiences that meet their individual learning needs and motivate them to learn. Staff throughout the nursery complete regular observations of children and rigorously monitor the progress they make. All staff skilfully interact with children, supporting their communication and language well. For example, while older children mould dough, staff introduce lots of descriptive language, make comments and ask open-ended questions. Within the baby rooms, staff respond well to babies' babbles and words. They provide them with a good range of textures, such as cornflakes and natural resources, to foster their exploratory impulses. As a result, children make good progress and acquire the skills needed for school. Staff have implemented lots of ways to involve parents in their child's learning. For example, all parents have access to their child's development files, children's planning is displayed and they receive progress reports. However, there are some missed opportunities because some staff do not consistently share verbal feedback with parents. Consequently, opportunities for staff to guide and involve parents in promoting their child's learning at home are not maximised.

### **The contribution of the early years provision to the well-being of children is good**

Children are happy, settled and confident. They are caring, helpful, and have formed strong relationships with staff and their friends. For example, children approach their friends to help them complete jigsaw puzzles when they see they are struggling. Children are taught healthy habits. For example, they eat fresh fruit and vegetables, exercise daily in the fresh air and learn good hygiene practices. However, during song time, staff take children to the bathroom in small groups to wash their hands in preparation for dinner. Consequently, this distracts some children from joining in with the songs and interrupts their learning. Staff foster children's independence well. For example, children select toys, help tidy up and pour their own drinks. This ensures that children have the skills and confidence needed for school.

### **The effectiveness of the leadership and management of the early years provision is good**

The management have a good understanding of the legal requirements for the Early Years Foundation Stage. Staff are supportive of each other and they work very well as a team to drive improvements forward. For example, the previous recommendations have been successfully addressed. In addition, parents' views are sought and valued when identifying priorities for improvement. The manager keeps a close check on the activities provided for children. Consequently, they cover the seven areas of learning and support children's progress. Furthermore, the manager observes the staff while they are interacting with children and successfully identifies any areas for support or training. As a result, most staff are qualified and all staff attend training, which has a good impact on children's learning and development. Staff show a good understanding of the importance of liaising with teachers when the time arrives for children to move on to school. This ensures a complementary and consistent approach to children's learning.

## Setting details

<b>Unique reference number</b>	508085
<b>Local authority</b>	Oldham
<b>Inspection number</b>	869346
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	80
<b>Number of children on roll</b>	112
<b>Name of provider</b>	Channings Childcare Ltd
<b>Date of previous inspection</b>	8 March 2011
<b>Telephone number</b>	0161 626 9539

Channing Childcare was registered in 1997. The nursery employs 22 members of childcare staff. Of these, 19 hold appropriate early years qualifications at levels 2, 3 or 4. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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