

<b>Inspection date</b>	21 September 2015
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The quality of assessments of children's learning is inconsistent and managers do not have robust checking procedures in place.
- Staff's practice is not monitored robustly to improve the quality of teaching. Staff's supervision is not yet highly effective in supporting them to improve.
- Staff are not always deployed effectively, in order to respond quickly to meet children's needs and support their learning during free-choice play.
- Children who become upset are not always well supported to calm down quickly.

### It has the following strengths

- Leaders and managers are show commitment to improve. The manager undertakes adequate self-evaluation and she links with other settings to support ongoing development.
- Staff work effectively with parents to share strategies to support children's development. Staff and parents work together to promptly engage external agencies to support children with disabilities and those with special educational needs.
- Staff have a good focus on children's mathematical development, which helps to prepare them for school.
- Staff guide children to learn about sharing and respecting one another. Children's behaviour is appropriate for their ages.
- Children enjoy indoor and outdoor experiences and staff supervise them effectively during their play. Staff contribute to children's strong physical well-being through physical challenges and exercise.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure that high-quality assessments are consistently used to inform the planning of challenging activities matched to children's individual needs and to track their progress to help them to achieve the best outcomes</li> </ul>	21/11/2015
<ul style="list-style-type: none"> <li>■ ensure that staff are deployed effectively, so they can respond quickly to meet children's needs and support their learning consistently</li> </ul>	23/10/2015
<ul style="list-style-type: none"> <li>■ ensure that key persons make appropriate adjustments to meet the emotional needs of children who take longer to settle.</li> </ul>	23/10/2015

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

- develop an effective process for monitoring staff's performance and delivering rigorous supervision to focus more precisely on the impact of the quality of teaching and to identify the support and coaching that they require.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the deputy manager and provider. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

### Inspector

Lisa Bolton

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The arrangements for safeguarding are effective. Staff have a good understanding of accident procedures and nominated staff members are first-aid trained. Managers undertake risk assessments and they know how to minimise risks to keep children safe. Managers have the skills to monitor staff's performance and they can identify areas for improvement. However, the monitoring of teaching is not yet effective because it is not regular and lacks focus. As a result, staff are unclear about their own areas for development and the quality of teaching is inconsistent. The manager takes opportunities to discuss needs and issues with staff as they arise. Staff know that the manager is easily accessible to discuss needs and concerns. However, staff's supervision is not yet highly effective in supporting them to continually improve. Therefore, staff's training and qualifications do not have a strong impact on the quality of teaching and learning.

### **Quality of teaching, learning and assessment requires improvement**

In some instances, the quality of teaching is good because accurate assessment and focused planning is in place. As a result, some children are making good progress. However, this is not yet consistent and the quality of some assessments are poor. Consequently, staff expectations are not always challenging and accurately matched to children's next steps in learning. Children are given the freedom to initiate their own play and follow their own interests. However, at times in the toddler/pre-school room, staff deployment is not flexible enough. This means sometimes staff do not react quickly to children's changing interests. Also, activities sometimes become overcrowded. As a result, children's needs are not always met promptly and their learning is not supported effectively.

### **Personal development, behaviour and welfare require improvement**

Staff build particularly positive and sensitive relationships with babies and children under two-years-old. The calm and nurturing environment in the baby room helps to encourage these strong emotional attachments. Older children gradually build good relationships with their key person. However, this is not as effective in toddler/pre-school room for children who take longer to settle. This is because key persons do not routinely make effective adjustments to calm children who become upset. Lunchtime is a positive experience for children. Babies are nurtured as they learn to try new food and become increasingly independent in feeding themselves. Older children enjoy a social experience while they eat and staff talk to them about healthy food. Staff monitor children while they eat and they have a clear understanding about their dietary requirements. Nappy changing procedures are hygienic. Older children are motivated to go to the toilet themselves and wash their hands while adults supervise and encourage them.

### **Outcomes for children require improvement**

Inconsistencies in assessments mean that children's progress cannot be accurately evaluated. However, some assessments are reliable and reflects that some children make good progress from their starting points.

## Setting details

<b>Unique reference number</b>	EY486593
<b>Local authority</b>	Oldham
<b>Inspection number</b>	1026827
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	52
<b>Number of children on roll</b>	95
<b>Name of provider</b>	Channings Childcare Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0161 222 4067

Channings Childcare was registered in 2015. The nursery employs 15 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and disabled children and those with special educational needs.

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