

Love Our Child

210 Katherine Street, ASHTON-UNDER-LYNE, Lancashire, OL6 7AS



Inspection date

30 November 2015

Previous inspection date

25 June 2012

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|--|----------------------|----------------------|---|
| | Previous inspection: | Good | 2 |
| 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 planning and delivery of activities, particularly for pre-school aged children, do not always take account of their individual learning needs. Staff do not always differentiate the activities and some children are not always engaged.
- There is not always a good balance of adult-directed and child-led activities, and children's opportunities for learning through purposeful play experiences are not as plentiful. Children are expected to take part in focused group activities which are not always appropriate for all their current stages of development.
- Staff do not make good use of assessments to track and monitor the progress children make, and they do not have a good enough understanding of how to help children make the best possible progress in their learning.
- The management team reviews the performance of staff. However, the monitoring and evaluation of staff practice are not robust enough to address the weaknesses in teaching.

It has the following strengths

- A high percentage of children attending the nursery speak English as an additional language. They are adequately supported in their developing understanding of the English language. Many of the staff speak varying home languages which help with this support.
- Younger children are generally supported well. Activities have a focus on communication and language, physical development and personal, social and emotional development. This helps children make steady progress.

What the setting needs to do to improve further

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

| | Due Date |
|--|------------|
| ■ ensure the planning and teaching of activities are suitable for the age of children, taking into account their individual learning needs, learning styles and what they need to learn next | 24/12/2015 |
| ■ ensure all staff make consistent use of assessment to build on their knowledge of what their key children know and can already do | 24/12/2015 |
| ■ ensure children receive a good balance of adult-directed and child-led experiences. | 24/12/2015 |

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

- improve the procedure for monitoring and evaluating staff practice, to ensure weaknesses in teaching are addressed in a timely manner and bring about positive improvements.

Inspection activities

- The inspector observed the quality of teaching in all age groups during activities inside, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the provider and the manager.
- The inspector held a meeting with the provider and the manager. She looked at relevant documentation, such as the provider's self-evaluation and evidence of the suitability and qualifications of staff working in the nursery.
- The inspector looked at a sample of policies, including risk assessments and children's assessment records, and discussed the systems for planning children's play experiences.
- The inspector spoke to a small selection of parents and children during the inspection and took account of their views.

Inspector

Joanne Parrington

Inspection findings

Effectiveness of the leadership and management requires improvement

The management team shares roles and responsibilities and has attended specific training for roles, such as the special needs coordinator and the safeguarding lead. The arrangements for safeguarding are effective. Staff receive safeguarding training and are confident about the procedures to follow if they have concerns about a child in their care. The management team oversees staff practice and the assessments they complete. However, weaknesses identified have not been addressed in a timely manner to bring about positive improvements in teaching or planning. Staff, parents and children are involved in reviewing practice, and the management team uses these contributions when making plans for the future.

Quality of teaching, learning and assessment requires improvement

Staff are well qualified but they do not use the skills developed in training to effectively teach children. In addition, they do not always plan a good balance of adult-directed and child-led activities. The organisation of the day is too structured for some children, who are not developmentally ready for a more formal teaching approach. Pre-school children take part in an activity to help support their communication and language. Staff encourage children to recognise and repeat letter sounds, and this helps all children, including those who speak English as an additional language. However, activities that follow are not differentiated to support children's next steps in learning, and some children are not engaged in the activity. Staff do not use assessment well to track children's progress. In some cases, records are incomplete and do not contain information about current development levels or identify any gaps in learning. Staff do not always demonstrate high expectations of all children by considering what they already know and can do, and children's progress towards the early learning goals is not fully supported. Younger children have better opportunities to learn through purposeful play, supported by the stronger interactions they receive from staff. They enjoy creating cards for their families, learning new rhymes and playing with their friends.

Personal development, behaviour and welfare require improvement

Staff form strong relationships with parents and children. Key persons take the time to get to know the family as a whole. This contributes to children's emotional well-being. Children arrive positively, with big smiles, and show their excitement when they see their friends. Staff are good role models, helping children learn the value of good manners and turn taking. Strategies for dealing with children's behaviour are good. Staff use a consistent approach which is suitable for the age of children. Children have opportunities for daily outdoor play and enjoy the social occasions of mealtimes. Children begin to learn about their community, including the similarities and differences in people, their families and different faith traditions.

Outcomes for children require improvement

Younger children are learning key skills that they will need for their next stage in learning. However, some older children are not always supported effectively to help them be ready for school.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY435833 |
| Local authority | Tameside |
| Inspection number | 853687 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 4 |
| Total number of places | 57 |
| Number of children on roll | 96 |
| Name of provider | Jolanta Maria Klisiewicz |
| Date of previous inspection | 25 June 2012 |
| Telephone number | 07939625573 |

Love Our Child was registered in 2012. The nursery employs 18 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, three hold level 5 or 6, and nine have Qualified Teacher Status. The nursery opens Monday to Friday all year round, apart from bank holidays. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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