

Early Learning Childcare

210-212 Chapel Street, Salford, Manchester, M3 6BY



Inspection date

Previous inspection date

28 November 2016

1 October 2013

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Since the last inspection there has been a significant decline in the effectiveness of the leadership and management of the nursery. This has led to many of the legal requirements not being met and safeguarding practices not being effective.
- The provider, who is also the safeguarding lead, has not followed correct procedures in reporting significant events to Ofsted or other required agencies, such as the Local Authority Designated Officer.
- The provider has not ensured that correct safeguarding procedures are followed to make sure children's safety and welfare are of paramount importance. Written complaints from parents have not been investigated and as a result, parents have not been notified within the prescribed timescale of the outcome of the complaint.
- The quality of staff's teaching and interaction with children are inconsistent and at times poor, particularly for very young babies. The planning of activities and play experiences does not support children to engage in high-quality learning opportunities.
- Assessments are not consistently completed by staff and do not give an accurate overview of what children can already do to inform what they need to learn next.
- The key-person system is not effective. Children's individual needs are not met. Some key persons do not know their children well and cover staff have little knowledge.
- The special educational needs coordinator consults with relevant agencies. However, not enough is being done in the short-term to help children with their identified needs.
- Monitoring of staff's practice is not robust. Weaknesses in teaching have not been identified.

It has the following strengths

- Parents report their children have good opportunities to learn about their community.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

	Due Date
■ ensure all staff have a secure knowledge and understanding of what should be notified to Ofsted and the Local Authority Designated Officer	16/12/2016
■ ensure all staff can identify the signs of possible abuse and neglect	16/12/2016
■ ensure that the safeguarding lead and staff follow the safeguarding policy and procedures and notify agencies of any concerns without delay	16/12/2016
■ investigate written complaints relating to the care of children and notify complainants of the outcome of the investigation within 28 days of having received the complaint	16/12/2016
■ ensure the key-person system is effective in meeting children's individual care and learning needs	16/12/2016
■ ensure children who are identified with special educational needs or disabilities receive the support and guidance required in a timely manner	13/01/2017
■ ensure systems for staff supervision are robust and identify weaknesses in teaching and the quality of their interactions, and increase outcomes for children.	13/01/2017

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure the planning of activities and children's play experiences support all children to be engaged and make successful progress in their learning and development	13/01/2017
■ ensure staff complete accurate assessments of children's learning and use the information they gather to highlight what they need to learn next.	13/01/2017

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about this provider.
- The inspector observed the quality of teaching in all age groups and assessed the impact this has on children's learning. She looked at a sample of children's assessment records and discussed the systems for planning children's play experiences with staff.
- The inspector completed a joint observation with the manager.
- The inspector met with the nursery special needs coordinator and discussed her involvement in supporting children with special educational needs or disabilities.
- The inspector held a meeting with the provider and manager. She discussed safeguarding policies and procedures, the supervision of children and viewed evidence of the suitability and qualifications of the staff working in the nursery.
- The inspector and provider discussed changes that must be notified to Ofsted and procedures for addressing concerns or complaints received. They also discussed the provider's procedure for self-evaluation, effectiveness of key-person systems and the arrangements for monitoring staff performance.
- The inspector spoke to staff, parents and children during the inspection and took account of their views. The inspector also spoke to the nursery's early years adviser from the local authority.

Inspector

Joanne Parrington

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The provider has failed to follow correct and appropriate procedures to ensure children are safeguarded at all times. Appropriate authorities, such as Ofsted and the Local Authority Designated Officer have not been informed of a significant event within the required timeframe. There is a safeguarding policy and procedure in place that meets the requirements of the early years foundation stage. However, this has not been implemented effectively by the provider or the staff. They have failed to determine if children are at significant risk and to take appropriate action. Furthermore, the provider has not looked into a complaint raised by a parent. The manager carries out some monitoring of staff practice. However, this does not identify weaknesses in the consistency and quality of teaching and staff interactions with children.

Quality of teaching, learning and assessment is inadequate

The staff team is well qualified. However, the skills and knowledge they have learnt through training are not reflected in the quality of their teaching. Some staff demonstrate a poor knowledge of how to effectively promote children's learning. This results in some ineffective teaching and poor quality of interaction. For example, younger babies' learning and development opportunities are poor. They receive very little stimulation and spend considerable lengths of time sat in bouncer chairs or prams. Staff occasionally speak to babies but do not engage with them. This significantly hinders their development and does not support them to gain key skills for the future. The planning of activities and children's play experiences are not sufficient to support children of all ages. Children are, generally, disengaged and often flit from one thing to another, showing little sign of being enthused or enjoying sustained learning. Staff complete observations and assessments of children's progress. However, the information gathered is not always accurate. Some key-persons are unaware of children's current stage of learning and what they need to learn next. Children who are identified as having special educational needs or disabilities or who need further support with aspects of their development, such as communication and language, are not fully supported. The nursery's special needs coordinator does recognise children's additional requirements and speaks with other professionals. However, many of these children have been attending for a length of time yet still do not have effective strategies in place to help them reach their full potential.

Personal development, behaviour and welfare are inadequate

Significant weaknesses in following safeguarding policies and procedures do not ensure the safety and welfare of children. All children are assigned a key person and, on the whole, have formed some attachments to them, supporting aspects of their emotional well-being. However, key persons fail to ensure their key children's individual care and learning needs are fully met. This is more apparent when key persons are not present. For example, parents share routines for younger babies who require milk feeds. Covering staff are not aware of this information, which results in them not being organised and able to meet the children's needs. Children have opportunities to play outdoors, which helps

promote their health and physical development. Children's behaviour is good and they make strong friendships with each other.

Outcomes for children are inadequate

Children do not make enough progress in their learning and there are missed opportunities by staff to promote their key skills for the future. Children who are identified with special educational needs or disabilities or who have a speech and language delay are not supported well enough. This is because these aspects of their learning are not prioritised or well planned for in order to drive their learning and development forward. Children learn how to care for their teeth as they brush them after meals.

Setting details

Unique reference number	EY456161
Local authority	Salford
Inspection number	1078285
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	0 - 8
Total number of places	65
Number of children on roll	56
Name of registered person	Early Learning Childcare Limited
Registered person unique reference number	RP904963
Date of previous inspection	1 October 2013
Telephone number	01618319831

Early Learning Childcare registered in 2012. The nursery employs 15 members of childcare staff including the manager. Of these, two hold an appropriate early years qualification at level 5 and 11 hold qualifications at level 2 or level 3. The nursery opens from 7.30am until 6pm, Monday to Friday, all year round, except for bank holidays and Christmas. The nursery also offers out of school and holiday club provisions. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs or disabilities.

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.

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