

# Grow Happy Childcare

Unit 1 Rayners House, Bridge Street, Stalybridge, Cheshire, SK15 1PF



## Inspection date

11 January 2017

Previous inspection date

6 September 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

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

- Leaders do not always ensure that personal information relating to the specific needs and medical conditions of a baby is stored appropriately, to maintain their privacy.
- Opportunities to support less-experienced staff in raising the quality of their teaching from good to outstanding have not been fully explored.
- Occasionally, group activities in the toddler room are not organised effectively, to fully engage children and maximise their enjoyment.

### It has the following strengths

- The well-qualified staff understand how children learn and develop. Overall, they plan appealing activities and experiences based on children's individual interests and learning needs. This helps children to make good progress towards the next stages in learning and school.
- Staff gather meaningful information from parents during flexible settling-in sessions. This helps children to settle well and contributes towards their emotional security. The environment is calm and welcoming. All children develop confidence, independence and behave well.
- Staff have strong relationships with parents and external professionals. Leaders understand and value the crucial role they play. Parents are encouraged to contribute to initial assessments and there are regular opportunities to share information. This helps to provide consistency in meeting all children's needs.

## 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>
■ ensure that information is handled confidentially to protect the privacy of babies.	10/02/2017

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

- provide further opportunities to help less-experienced staff to raise the quality of their teaching to the highest level
- review how group activities in the toddler room are organised, to maximise all children's enjoyment and engagement.

### 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 spoke to the provider, manager, staff and children at appropriate times during the inspection.
- The inspector held a meeting with the provider and the manager and completed a joint observation with the provider.
- The inspector looked at relevant documentation, such as children's learning records and planning. She looked at policies and procedures, risk assessments, attendance records, medication and accident reports and checked evidence of staff qualifications and suitability. The inspector also discussed the nursery's self-evaluation and action plans.
- The inspector took account of the views of parents through discussion during the inspection and written feedback provided prior to the inspection.

### Inspector

Layla Louise Davies

## Inspection findings

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

The arrangements for safeguarding are effective. Policies and procedures are generally implemented well. However, some information relating to the individual needs of a baby is displayed. This does not fully protect their privacy. The provider and staff are all very confident in recognising the possible signs of abuse and neglect. They know the procedures to follow if they have any concerns about children's welfare. This helps to keep children safe. Staff receive ongoing support from the leadership team. They benefit from one-to-one meetings and attend training to keep updated with any changes to legislation, policy and practice. However, there is not a sharp enough focus on helping less-experienced staff to gain expert skills and knowledge. Leaders use effective methods to drive forward general improvements using the views of staff, children and parents.

### **Quality of teaching, learning and assessment is good**

Pre-school children develop excellent mathematical awareness. They count, discuss quantities and make predictions as they consider how many cups of flour are needed to make dough. Staff help to promote their critical thinking and communication skills. They ask purposeful questions as children consider the effects that adding water will have on the mixture. Toddlers delight as they print in paint and talk into telephones during role play. This helps to enhance their creativity and imagination. However, group activities are not always organised in the best possible way to fully engage all toddlers. Babies develop strong physical skills. Staff support them to use climbing apparatus and they particularly enjoy exploring in a sensory den. Staff provide good opportunities for mark-making activities indoors.

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

Although some personal and confidential information relating to a baby is displayed and the handling of this information requires improvement, it does not have a significant impact on children's safety and welfare. Children's physical health is supported well. They have regular opportunities for active play and fresh air outdoors. Staff engage children in meaningful discussions about health and hygiene. Children serve their own food and independently access fresh drinking water throughout the day. Support for children who attend other settings is strong. Staff speak to school teachers each day to share valuable information. This helps to provide consistency for children who receive shared care. Staff are positive role models who praise children's achievements. For example, staff reward pre-school children with stickers as they work together to complete a large floor puzzle.

### **Outcomes for children are good**

Leaders monitor the progress of individuals and groups of children to identify areas for development. All children, including children who speak English as an additional language, children who have special educational needs and disabilities and children in receipt of additional funding, make good progress in relation to their capabilities. Children are motivated and enthusiastic learners. They are inquisitive and are eager to explore and experiment. Children develop good social skills. For example, older and younger children hold hands as they explore the outdoor area together.

## Setting details

<b>Unique reference number</b>	EY458831
<b>Local authority</b>	Tameside
<b>Inspection number</b>	1066668
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Dee Mac Childcare Limited
<b>Registered person unique reference number</b>	RP531724
<b>Date of previous inspection</b>	6 September 2013
<b>Telephone number</b>	01613387895

Grow Happy Childcare was registered in 2013. It operates from a light industrial unit in the Stalybridge area of Tameside. There are currently 11 members of staff. Of these, one member of staff holds a qualification at level 6, one member of staff holds a qualification at level 4, six members of staff hold a qualification at level 3 and two members of staff hold a qualification at level 2. The nursery is open Monday to Friday, from 7.30am to 6pm, all year round, with the exception of bank holidays. The nursery supports children who speak English as an additional language and children who have special educational needs and disabilities. The nursery provides funded early education for two-, three- and four-year-old children.

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