

<b>Inspection date</b>	19 January 2017
Previous inspection date	18 October 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		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 provider has failed to address some of the weaknesses highlighted at the last inspection. There continues to be a weakness in the way some adult-led activities do not successfully challenge or motivate children.
- Managers do not robustly check the quality of teaching. This means that teaching is variable and children do not make the best possible progress across all areas of learning.
- The organisation of mealtimes does not always meet the needs of children. On occasions, they are expected to wait too long before they get their food and they become restless and lose interest.
- The learning environment is not meticulously planned to provide stimulating and enriching experiences for babies outdoors.

### It has the following strengths

- Staff build successful partnerships with parents and other professionals who work with children. Information is shared on a regular basis to help support continuity in care and learning.
- Children learn about how to be kind to each other. They are happy and form suitable relationships with staff and each other. This helps support their emotional well-being.
- Children learn about diversity and grow to respect different cultures and lifestyles.
- The nursery displays a range of children's work. Photographs of children are also visible, which helps develop a positive sense of belonging.

## 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 the planning of activities takes full account of what children need to learn next, so that they benefit from taking part and are supported to make good progress	03/03/2017
■ make better use of supervision, coaching and professional development opportunities so that the quality of teaching and learning is improved.	31/03/2017

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

- reduce the amount of time children have to spend waiting at mealtimes, in order to better meet their needs and to avoid them becoming restless
- review the experiences and provision outdoors for babies that support their skills in all areas of learning.

### Inspection activities

- The inspector had a tour of the premises.
- 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 with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the leadership team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.

### Inspector

Nicola Hall

## Inspection findings

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

The arrangements for safeguarding are effective. Staff understand their responsibilities and follow policies and procedures. They have an awareness of the signs and symptoms of abuse and know how to report any concerns about children's welfare. Staff receive some support from managers and have access to training to further develop their skills. However, the monitoring of practice is not fully effective to ensure consistency in the quality of teaching. Professional development opportunities are not precisely planned to raise standards to a good level. Managers use self-evaluation to help identify weaknesses in practice. For most areas, this is accurate. However, some plans and processes are not currently developed well enough to support areas of weakness in teaching. The manager monitors individual and groups of children's learning. Overall, she uses this information to help develop some areas of learning where children have not made the best possible progress. For example, additional funding helped develop resources to support children's concentration skills.

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

Staff observe children during play. They use this information to complete regular assessments of children's progress. However, during adult-led activities, some children lose interest. Planning is not precise enough to help fully motivate children and inspire them to learn. Nevertheless, babies enjoy participating in painting and sensory experiences. For example, they use their hands to create marks on different surfaces. Older children enjoy practising their physical skills outdoors. They play on bikes and push toy cars up and down the slide. However, teaching is inconsistent. For example, staff do not use skilful questioning or seize opportunities that encourage children to explore their ideas, such as when children spot helicopters. This does not fully support children's thinking skills.

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

Children settle well into the nursery. They understand routines and, generally, their behaviour is good. Nutritious food is provided and children enjoy chopping up vegetables. Young babies choose fruit, such as bananas, and learn how to use their manners, saying thank you. However, older children are left waiting for meals for long periods of time. This results in children becoming restless. Children confidently move around the environment, choosing what to play with. However, babies and very young children do not have as many opportunities to explore and develop their skills outside. Older children learn about how to keep themselves safe. For example, they carefully walk up and down the indoor stairs and join in with tidying up shredded paper off the floor.

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

All children, including those who have special educational needs and disabilities, are making some progress from when they first start at the nursery. They are confident and interested in the world around them. Children enjoy practising how to hold a pencil and draw lines. They attend to their own personal care needs and take themselves to the toilet. They are developing the basic skills needed for their move on to school.

## Setting details

<b>Unique reference number</b>	316446
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	1064041
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	70
<b>Number of children on roll</b>	96
<b>Name of registered person</b>	Channings Childcare Ltd
<b>Registered person unique reference number</b>	RP901377
<b>Date of previous inspection</b>	18 October 2013
<b>Telephone number</b>	01706 841949

Channings Childcare Ltd was registered in 1989. The nursery employs 19 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.15am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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