

Maden Early Years and Childcare Centre



The Maden Centre, Rochdale Road, Bacup, Lancashire, OL13 9NZ

Inspection date	23 October 2017
Previous inspection date	4 September 2013

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

Summary of key findings for parents

This provision is good

- The setting is clean, safe and secure. Staff are effectively deployed and ratios are maintained. Recruitment and vetting procedures are robust. Records, such as accident forms and risk assessments are in place and used effectively by staff.
- Partnerships with parents and other professionals are very strong. Staff are extremely proactive in ensuring the correct procedures are swiftly put in place to support children who may require extra support in their learning and development. Parents are kept fully up-to-date with information about their child's learning.
- The management team and staff are dedicated and committed to the continuous development of the provision. Self-evaluation and reflective practice is in place and includes the views of all involved in the setting. There are clear plans in place to aid the future development of the setting.
- Staff are good role models of behaviour and value and celebrate children's individual achievements. Children show kindness and consideration to each other and play together cooperatively.

It is not yet outstanding because:

- Although, overall supervisions support staff to maintain their professional development, the management team does not yet provide staff with incisive feedback and encourage them to share best practice across the team, to raise the quality of teaching to the highest levels.
- Some staff miss opportunities to adapt activity plans swiftly enough to ensure they continue to fully extend children's next steps in learning.

What the setting needs to do to improve further

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

- ensure activity planning is quickly updated to better reflect the changing needs and interests of children and challenge them even further in their development
- embed staff supervision arrangements even further that give staff more frequent opportunities to share best practice across the team and raise the quality of teaching to the highest possible level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector spoke to the management team, staff and children throughout the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the manager, who is also the provider and the deputy manager. She looked at relevant documentation and evidence of the suitability of staff.
- The manager spoke to a number of parents throughout the inspection and took account of their views.

Inspector

Donna Birch

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The manager and staff have a sound understanding of child protection issues and safeguarding procedures. They understand how to keep children safe at all times. The manager regularly checks the ongoing suitability of staff. Overall, systems for observation, assessment and planning are in place and used well by staff. This supports all children, including those who have a special educational needs and/or disabilities to make continually good progress. Staff attend some training relevant to their job role and attend internal staff meetings. This, overall, helps them to maintain their good knowledge and keep abreast of any legislative changes. Parents are highly complementary about the quality of service provided for them and their child. Parents say that they are happy and that they do not worry about their children.

Quality of teaching, learning and assessment is good

Staff are well qualified and experienced. They are enthusiastic, listen perceptively and take great interest in what the children are saying. They extend children's ideas and thinking by asking them appropriate questions, giving them time to respond. This helps to increase children's communication and language skills. Staff provide opportunities for older children to extend their personal, social and emotional skills. For example, during a small-group time activity, children talk about their feelings and listen to stories about experiencing different emotions. Babies and toddlers are supported with their emerging physical skills. Staff provide space for them to explore safely and arrange resources attractively to capture their interests and curiosities. For instance, they explore a range of musical instruments and pat bubbles with their hands in the water tray.

Personal development, behaviour and welfare are good

Key-person relationships are positive. Children enter enthusiastically and are valued and made to feel welcome. They display high levels of confidence and self-esteem, and are active learners. Settling-in sessions ensure that there is a smooth move from home and when moving rooms within the nursery. Children are supported to lead a healthy lifestyle. They play outdoors every day and eat healthy and nutritionally balanced meals and snacks. Older children independently serve themselves water from the cooler. This helps them to manage their own need for a drink.

Outcomes for children are good

Children demonstrate they are gaining some of the skills needed for future learning and school. For example, they independently put on their own coats when going outdoors and confidently manage their own personal hygiene with little support from staff. Staff help children to extend their mathematical skills. For example, they count during every day routines and discuss concepts, such as one more or one less. Older children demonstrate their developing reading skills as they find their named bags and coat pegs. Funding is used well to enhance the learning environments and to provide targeted teaching support.

Setting details

Unique reference number	EY320571
Local authority	Lancashire
Inspection number	1115897
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 - 5
Total number of places	68
Number of children on roll	120
Name of registered person	The Maden Early Years and Childcare Centre
Registered person unique reference number	RP910976
Date of previous inspection	4 September 2013
Telephone number	01706879949

Maden Early Years and Childcare Centre registered in 2006. The setting employs 27 members of childcare staff. Of these, 21 staff hold appropriate early years qualifications at level 2 and above. Two members of staff hold early years professional status. The setting opens on Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children who have special educational needs and/or disabilities.

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