

# Grow Happy Childcare

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



<b>Inspection date</b>	27 October 2017
Previous inspection date	11 January 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Requires Improvement	3
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

- Managers do not establish and implement robust procedures for administering medication.
- The quality of teaching is not good enough. Managers do not provide practitioners with the support they need to improve. As a result, teaching does not improve quickly enough.
- Practitioners do not take enough account of what children know, understand and can do when they plan activities.
- Practitioners do not work in partnership with parents effectively to support children who speak English as an additional language. Consequently, they do not know whether children who do not speak English are at risk of language delay.

### It has the following strengths

- Since the last inspection managers have taken effective steps to ensure that information about individual children is kept confidential.
- Managers ensure that practitioners attend all mandatory training.
- Relationships in the nursery are good. Children play happily with each other. They learn to take turns when they take part in activities.
- Parents say they welcome the photographs and comments they receive via the online learning journal.

## 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>
<ul style="list-style-type: none"> <li>■ improve knowledge and understanding of medication requirements and incorporate this into procedures for administering medicine safely</li> </ul>	10/11/2017
<ul style="list-style-type: none"> <li>■ improve the support and guidance that practitioners receive to improve the quality of teaching and ensure that this is effectively monitored</li> </ul>	24/11/2017
<ul style="list-style-type: none"> <li>■ ensure that the planning of activities takes full account of what children need to learn next, so that children benefit from taking part and are challenged and supported to make good progress</li> </ul>	24/11/2017
<ul style="list-style-type: none"> <li>■ work in partnership with parents to support children who speak English as an additional language to make good progress.</li> </ul>	24/11/2017

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with practitioners and children during the inspection.
- The inspector completed a joint observation with the nursery provider.
- The inspector held a meeting with the provider and the nursery manager. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.
- The inspector spoke to parents and took account of their views.

### Inspector

Susan King

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. Medication is sometimes not stored safely. Procedures for obtaining written parental permission to administer medication are not monitored rigorously enough. However, managers and practitioners know what they must do if they are concerned that a child may be at risk of abuse or neglect. Managers make sure that child protection procedures are updated in line with Local Safeguarding Children Board guidance. Since the last inspection managers have introduced systems to observe and assess the quality of the teaching of the well-qualified practitioners. However, these systems are not effective and teaching does not improve quickly enough.

### Quality of teaching, learning and assessment is inadequate

Some children do not reach expected levels of development and practitioners do not take account of this when they plan activities. As a result, gaps in children's attainment do not close. For example, children take part in an activity to make modelling dough. However, practitioners do not use their assessments of children's progress to identify precisely what they want children to learn next. Consequently, the activity does not challenge them and they do not make good progress. Practitioners do not find out which home language children who speak English as an additional language speak, or whether children can understand and speak it. This means they do not identify whether children are at risk of language delay. Practitioners do not make the most of opportunities to help children extend their English vocabulary and so these children do not make good progress.

### Personal development, behaviour and welfare are inadequate

Weaknesses in systems for storing and administering medication have a negative impact on children's welfare. However, the environment is welcoming and well organised. Children are supported to make healthy choices. For example, they have daily opportunities to play outside in the fresh air. Children learn about the world. For example, children watch and talk about the boats and ducks they see on the canal. They explore the local area when they go on outings. Practitioners identify and minimise risks to children. For example, they teach children to walk calmly and carefully when they go into and out of the building.

### Outcomes for children are inadequate

Children do not make good enough progress because of weaknesses in the quality of teaching. Consequently, they do not acquire all of the key skills that prepare them well to start school. However, pre-school children know why they must wash their hands before they prepare or eat food. They know the ingredients they need to make modelling dough. Children listen to stories with enjoyment. Older children know that printed words carry meaning.

## Setting details

<b>Unique reference number</b>	EY458831
<b>Local authority</b>	Tameside
<b>Inspection number</b>	1083264
<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 - 14
<b>Total number of places</b>	64
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Dee Mac Childcare Limited
<b>Registered person unique reference number</b>	RP531724
<b>Date of previous inspection</b>	11 January 2017
<b>Telephone number</b>	01613387895

Grow Happy Childcare registered in 2013. The nursery employs 14 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, eight staff hold qualifications at level 3 and two at level 2. The nursery opens from Monday to Friday all year round. Nursery and holiday club sessions are from 7.30am until 6pm. Out-of-school club sessions are from 7.30am until 9am and 3.15pm until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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