

Inspection date

18 December 2017

Previous inspection date

10 April 2014

| 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

- Managers and leaders have high ambitions and strive for excellence. They use self-evaluation systems accurately to identify areas for improvement and work proactively to raise outcomes for children. Managers encourage and include the views of children, parents and staff when setting targets and making future changes.
- Children are happy and benefit from close support from their key person during settling-in periods. Staff place high emphasis on children's emotional security.
- There is a strong focus on raising children's early speaking skills. Children who speak English as an additional language receive close support to ensure the gaps for these children are closing.
- Staff and managers have particularly worked hard to increase partnership with parents. They encourage parental engagement and maintain consistent communication. Furthermore, they effectively share regular information about children's progress and support their learning at home.
- Staff have detailed knowledge of children's progress and interests. They use information from observations and assessments to support children's continued good progress.

It is not yet outstanding because:

- Occasionally, staff do not extend opportunities for children to reflect on their home cultures and enhance their learning about the wider world around them.
- Staff do not fully extend children's thinking skills and their understanding about cause and effect, such as how things work.

What the setting needs to do to improve further

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

- enhance opportunities for children to reflect on their home cultures and broaden their learning about the wider world around them
- provide more opportunities to extend children's thinking skills and enrich their understanding of how things work.

Inspection activities

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

Inspector

Farzana Iqbal

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff complete regular safeguarding training and keep abreast of any changes. They have a secure knowledge of the correct procedures to follow if they have any concerns about a child's welfare. Staff maintain vigilant supervision of children and keep children safe. The manager completes thorough checks to ensure that staff are skilled and suitable to work with children. Systems for the supervision and monitoring of staff practice are secure. Managers closely mentor and coach staff. For example, they complete regular observations of practice, hold team meetings and provide opportunities for focused training. Staff and managers work closely with parents and other professionals. They monitor children's progress to secure timely interventions and help close any emerging gaps in children's learning.

Quality of teaching, learning and assessment is good

Children enjoy the various exciting experiences available to them. Staff plan activities based on children's current interests and their next steps in learning. Staff join in with children's play and engage them in their learning. Staff support children's emerging literacy skills effectively. For example, older children competently practise writing their names and recognise their name. Staff plan a range of activities that cover all areas of learning based on a favourite book. Children thoroughly enjoy singing songs and learn about rhythm as they use various musical instruments. Babies enjoy exploring sensory bottles and learn simple counting as they play with building blocks. Children compare different textures, such as cereals and soil in a farmyard activity. Toddlers participate in making play dough and using this to decorate their pretend Christmas buns.

Personal development, behaviour and welfare are good

Staff help children to gain independence during daily routines, such as washing hands independently before eating and tidying away toys after play. Staff are good role models and provide children with clear expectations for positive behaviour. For example, they use visual aids to help children to learn about and manage their feelings. Children use good manners and follow instructions well. Staff celebrate children's achievements and efforts, such as using stickers and praise. All children enjoy daily outdoor play and gain increasing confidence in their balance and coordination. Children enjoy a range of healthy meals and snacks, and staff tailor menus to meet their specific dietary needs with care.

Outcomes for children are good

All children make good progress from the time they start at nursery. They gain important skills to prepare them in their next stages in learning, including their eventual move on to school. Children develop imaginary play ideas with their peers. Children show interest in counting and comparing sizes of objects during play and routines. For example, they count the number of dinosaurs and place these in size order. Children are motivated learners. They show sustained concentration in creative activities. Children are motivated learners and try new activities with enthusiasm. They show sustained concentration in activities of their interest.

Setting details

| | |
|--|---|
| Unique reference number | 508032 |
| Local authority | Oldham |
| Inspection number | 1087840 |
| 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 | 1 - 4 |
| Total number of places | 60 |
| Number of children on roll | 75 |
| Name of registered person | Channings Childcare Ltd |
| Registered person unique reference number | RP901377 |
| Date of previous inspection | 10 April 2014 |
| Telephone number | 0161 622 1165 |

Channings Childcare Ltd registered in 1999. The nursery employs 18 members of childcare staff. Of these 12 members of staff, hold recognised qualifications at level 3. A further three members of staff hold qualifications at level 2. The nursery opens from Monday to Friday, except for bank holidays and over the Christmas period. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

