

Grow Happy Childcare

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



Inspection date	7 March 2018
Previous inspection date	27 October 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 promotion of children's personal and social skills is a key strength of this nursery. Staff consistently promote good manners and good behaviour. They teach children about their emotions in spontaneous opportunities and in planned activities.
- Staff are good role models. They are calm and enthusiastic. They know children well and plan activities to help them to make good progress.
- The nursery environment is welcoming and stimulating inside and outdoors. Children have good opportunities to play with different groups of children and to explore the local community.
- The provider is committed to ongoing evaluation. Staff regularly seek the views of parents, acting on and valuing their comments. The provider has developed an ambitious action plan to sustain and support further improvements.
- Older children gain physical skills necessary for writing. They listen and copy as staff show and explain how to roll, pull and stretch dough with their fingers and hands.

It is not yet outstanding because:

- Although information from assessments of children's learning is used to plan for their development, it is not used consistently to fully consider the different ways in which children learn and to plan clear teaching strategies.
- Although the learning progress of individual children is closely monitored to help to identify and address any emerging gaps in their development, the progress made by different groups of children is not as thorough.

What the setting needs to do to improve further

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

- make better use of information from assessments of children's learning to fully consider the different ways in which they learn and plan clearer teaching strategies
- strengthen the monitoring of the progress made by different groups of children to help identify and address any emerging gaps in their learning even more swiftly.

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 completed a joint observation with the provider.
- The inspector talked to staff and children at appropriate times throughout the inspection and met with the manager and provider.
- The inspector looked at a range of documentation, including policies and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents and children from information in the nursery's records and by talking to some parents.

Inspector

Mary Wignall

Inspection findings

Effectiveness of the leadership and management is good

The provider, managers and staff have worked hard with the local authority and external agencies to identify and implement improvements. Staff performance monitoring is effective. Staff receive feedback from managers about their performance. The provider plans a broad training programme for staff. Staff speak enthusiastically about how training has enhanced their practice, especially in protecting children and planning for their learning. Safeguarding is effective. Robust recruitment procedures and staff appraisals help to ensure staff suitability. Arrangements for administering medicines to children are improved and are followed consistently by staff. Staff and managers keep parents informed of their child's development in meetings, written reports and daily feedback. Parents speak highly of the nursery.

Quality of teaching, learning and assessment is good

Staff accurately assess children's learning. They share what they know about children and work well together to create a positive learning environment. Staff talk naturally to children. Babies learn new words as staff describe what they are doing. Staff praise children when they use interesting words, such as 'camouflage'. Children relish the challenge of thinking hard to answer staff's why and what do we need now style questions. Staff give children time to think and respond. They make sure children see and use text in play. They include text from children's home languages. This supports children's developing literacy skills and understanding of diversity. Staff make good use of gestures to help to promote children's communication skills and include all children in activities. Children demonstrate good counting skills. They follow the staff's good example as they point to each item in turn. Young children demonstrate good understanding as they call out, 'Up, down' as they move their car along imaginary hills.

Personal development, behaviour and welfare are good

Staff plan consistent experiences for children, finding out about home routines from parents. They are caring and attentive. Babies confidently snuggle into staff and are reassured by their care and cuddles. Older children demonstrate good self-care skills. They carefully and safely carry their meal to their table. Staff skilfully show children how to use cutlery. They say, 'Look how I do it' before successfully encouraging children to try to do it for themselves. Children's moves within the nursery are well planned. Children have time in their new rooms and have regular opportunities to play with older children. This helps children to know one another and develops their confidence in larger groups. Children delight in playing actively. This may be outside in the fresh air with larger play equipment and tricycles or inside moving to music.

Outcomes for children are good

Children are developing skills necessary for the next stage of their learning, including school. Babies learn about supportive relationships and the world around them. Children enjoy stories, talking and sharing their ideas. They listen and behave well.

Setting details

Unique reference number	EY458831
Local authority	Tameside
Inspection number	1117321
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 - 11
Total number of places	64
Number of children on roll	34
Name of registered person	Dee Mac Childcare Limited
Registered person unique reference number	RP531724
Date of previous inspection	27 October 2017
Telephone number	01613387895

Grow Happy Childcare registered in 2013. The nursery employs 15 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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