

<b>Inspection date</b>	10 July 2018
Previous inspection date	29 May 2015

<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 manager does not have robust procedures in place to monitor staff performance. Teaching is not consistently good. Staff lack effective coaching and professional development opportunities to improve their personal effectiveness.
- Managers' monitoring of children's progress is not rigorous enough to swiftly identify and address any gaps in their learning.
- Staff working with young children do not plan activities that best support the potential progress children can make.
- The organisation of the care of children in the outdoor area is not effective. This has an impact on the quality of care and learning children receive, particularly for much younger children and new children to the nursery.

### It has the following strengths

- Children's health is generally supported well. Staff recently invited a dentist into the nurse to help reinforce the importance to children about good oral hygiene and healthy eating. Children are learning about the importance of making healthy choices.
- All children, including babies, enjoy regular outings in the local community and to nearby parks. Children develop their awareness of the wider world and have opportunities to extend their physical skills.
- Staff encourage parental involvement in children's learning. Parents are informed of their child's progress and daily diaries and discussions keep them up to date with care routines.

## 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>
■ expand the monitoring and supervision arrangements for staff and sharply focus professional development on raising the quality of teaching to help improve outcomes for children	10/08/2018
■ ensure staff plan a range of challenging activities and experiences that best supports better outcomes for children.	10/08/2018

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

- develop monitoring systems to analyse children's progress to identify and address any gaps in their learning more swiftly
- ensure the organisation of the care of children in the outdoor area is effective to meet the needs of all children.

## Inspection activities

- The inspector observed the quality of interactions during activities indoors and outdoors.
- The inspector discussed with the manager, company manager and senior manager how they evaluate the nursery. She viewed action plans and supervision records.
- The inspector carried out a joint observation with the manager and discussed the impact of staff teaching on children's learning.
- The inspector looked at a range of documentation, including policies and procedures, children's assessment records and records of complaints. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector spoke with a small number of parents during the inspection and took account of their views. She also took account of written comments shared through parental questionnaires.

## Inspector

Helen Gaze

## Inspection findings

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

The leadership team has started to evaluate the provision and is beginning to implement strategies to address the weaknesses. The manager supervises staff and identifies how they can improve. However, staff, including new staff who are still settling into their roles, do not yet receive the mentoring, support and training they need to improve their teaching skills. Managers do not analyse closely enough the progress children make to accurately identify and target any gaps in their learning. That said, funding is generally used well to target support for children. For example, the manager has purchased additional literacy and mathematics resources to help prepare children in readiness for school. Safeguarding is effective. Safeguarding training has helped staff to know how to respond to concerns regarding a child's welfare.

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

Most staff are well qualified. Overall, they use their skills and knowledge to make regular assessments of children's learning. However, staff working with young children do not plan and deliver good-quality learning and play experiences. For example, toddlers sit and play with rattles set out on the baby play mat and do not have enough opportunities to engage in age-appropriate activities. This has some impact on their future learning and hinders the potential progress they can make. Furthermore, staff's teaching strategies and interactions are not consistently good. Occasionally, staff do not effectively challenge children to extend their knowledge beyond what they already know. This means children are not always fully supported to learn new skills in preparation for the next stage of their learning. Overall, staff working with pre-school children provide more interesting and engaging activities. For example, children enjoy being creative as they use tools to create their own ice creams using different media and materials.

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

The key-person system continues to develop as staff are forming positive relationships with their key children. Children benefit from daily fresh air and exercise. However, during the times all children play together in the outside area, the atmosphere is a little chaotic and noise levels rise. This is sometimes unsettling for young children, particularly new children who are still settling, and it makes them feel insecure. In contrast, older children particularly enjoy their time outdoors and they confidently use large equipment, including climbing frames, tunnels and balancing beams to develop their physical skills. Children generally behave well and respond to the guidance they receive from staff. Older children are encouraged to resolve their own issues and are learning to respect others.

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

Not all children make the progress they are capable of due to inconsistencies in teaching. Some young children do not experience good-quality play and learning experiences to support them to make good enough progress in their learning. That said, staff generally, support older children well to develop the skills they need in readiness for school.

## Setting details

<b>Unique reference number</b>	508085
<b>Local authority</b>	Oldham
<b>Inspection number</b>	1091151
<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 - 5
<b>Total number of places</b>	80
<b>Number of children on roll</b>	120
<b>Name of registered person</b>	Channings Childcare Ltd
<b>Registered person unique reference number</b>	RP901377
<b>Date of previous inspection</b>	29 May 2015
<b>Telephone number</b>	0161 626 9539

Channings Childcare Ltd registered in 1997. The nursery employs 24 members of childcare staff. Of these, 18 hold appropriate early years qualifications at levels 2, 3 or 4. The nursery opens from Monday to Friday, all year round. Sessions are from 7.15am until 6pm.

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