

Clover Leaf Childcare Limited

Langley Childrens Centre, Windermere Road, Manchester M24 4LA



Inspection date	9 April 2019
Previous inspection date	10 March 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This is a provision that requires improvement

- The provider does not always ensure staff deployment in the baby room is consistent. Despite this, staff who care for this group of children are skilled in ensuring their needs are met.
- The provider has not yet established effective supervision arrangement for the newly restructured management team, to help it to fully understand its role.
- Although individual children's progress is tracked particularly well, systems to monitor the learning outcomes of different groups of children are not well established.

It has the following strengths

- Staff form strong partnerships with parents. They regularly share information about children's progress through their online system. Parents comment very positively about the staff and the nursery. They say how much their children enjoy attending the nursery.
- Staff provide a very welcoming, bright and stimulating environment, which captures children's interests. Children are busy and engaged throughout the nursery. They are motivated and eager to learn and make good progress in their learning.
- Staff value children's diverse cultures. They learn key phrases from children's home languages and use these alongside English during play and routines. This helps to support children's understanding, confidence and self-esteem.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve the overall consistency of staff deployment in the baby room to ensure children receive consistent support	30/04/2019
establish effective arrangements for the supervision of the management team, which provides guidance and targeted support to help them to understand their role.	30/04/2019

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

- further develop the systems in place to monitor the progress made by different groups of children, to review whether any attainment gaps are closing.

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 spoke with staff and children at appropriate times during the inspection.
- The inspector completed two joint observations with the deputy nursery manager.
- The inspector held a meeting with the deputy manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents during the inspection and took account of their views.

Inspector
Helen Gaze

Inspection findings

Effectiveness of leadership and management requires improvement

Although effective systems are in place for the supervision of staff, this is not yet consistent for the management team. The provider has restructured the management team since the previous inspection and has not yet been able to fully implement systems to support it. Despite this, the acting manager strives for quality and is excited about working as part of a friendly and driven team. Self-evaluation is effective, overall. The provider has identified improvements to support the required developments. She values feedback from parents and uses it to contribute to the nursery's development. Partnerships with other professionals are effective in ensuring the needs of all children are sufficiently met. Safeguarding is effective. Staff have sound knowledge of the signs and indicators of abuse and the procedures to follow if they have concerns about a child.

Quality of teaching, learning and assessment is good

Staff are perceptive in their observation of children's learning. They accurately assess children's individual progress to help them recognise and address any gaps in learning. Staff carefully follow children's interests and encourage them to develop and pursue their ideas during play. For example, following a story about a caterpillar, children decide to hunt for insects and bugs in the garden. Staff skilfully extend children's ideas as they join in with their play and ask thoughtful questions. Children begin to understand simple mathematical concepts, such as 'big' and 'little' as they use magnifying glasses to explore and investigate. Older boys and girls practise their pencil control when they draw pictures of the animals they observe. Babies and young children develop their sensory and imaginative play as they explore different materials and textures, such as shaving foam, paint and sand.

Personal development, behaviour and welfare require improvement

Staff deployment is not fully effective in supporting young children's care and well-being. For example, in the baby room, staff are sometimes changed during the day to cover the deputy manager when she carries out management duties. This means that babies do not always receive consistent care. Older children learn about safety in the environment, such as when they help to risk assess the outdoor area. Children develop their independence. They confidently take responsibility for everyday tasks. For example, older children learn to self-serve at mealtimes and young children begin to feed themselves. Children consistently show good behaviour. For example, older children line up patiently and wait to go outdoors and young children learn to share and take turns.

Outcomes for children are good

All children make good progress from their starting points. They develop their understanding of how to use technology for a particular purpose. For example, older children use cameras to take photographs outdoors and young children investigate toys with buttons and anticipate repeated sounds. Children are developing their listening and concentration skills. They enjoy singing and confidently join in with action songs. Children are well prepared for the next stage of their learning and for school.

Setting details

Unique reference number	EY492117
Local authority	Rochdale
Inspection number	10076537
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 5
Total number of places	31
Number of children on roll	52
Name of registered person	Clover Leaf Childcare Limited
Registered person unique reference number	RP534799
Date of previous inspection	10 March 2016
Telephone number	01616539526

Clover Leaf Childcare Limited registered in 2015 and is located in Manchester. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm.

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.ofsted.gov.uk. 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

