

# Channings Childcare Rochdale

21 Whitehall Street, Rochdale OL12 0LN



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|--------------------------|---------------|
| <b>Inspection date</b>   | 30 April 2019 |
| Previous inspection date | 11 May 2018   |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>          | <b>2</b> |
|---|-------------------------|----------------------|----------|
|   | Previous inspection:    | Requires improvement | 3        |
| Effectiveness of 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

- Leadership and management have improved substantially since the previous inspection. There have been changes to the management structure and senior managers have offered intensive support to staff. These improvements have a positive impact on outcomes for children.
- Leaders and managers ensure effective training and development for most staff, who embrace these learning opportunities. For example, staff caring for toddlers use their creative skills to enrich the toddlers' learning environment. They created an innovative sea scene to help toddlers learn about sea creatures.
- Parents hold the staff in high regard and their comments are extremely complimentary. Parents say their children love coming to the nursery and they are kept up to date on their children's progress. Parents also praise staff for helping their children learn new words, such as 'delicious', and they comment their children have become 'chatterboxes'.
- Early years pupil premium funding is spent wisely to ensure that disadvantaged children achieve as well as other children. For example, funding has been used to offer children extra sessions to provide continuity in their learning.
- Children's behaviour shows they are settled and confident in this nurturing environment. Staff offer children lots of kinds words and smiles, which works particularly well for new children who are settling in to the nursery.
- Staff do not make the best use of the outdoor learning environment to help children extend their learning even further.
- Managers do not identify whether there are differences in learning outcomes between groups of children, such as the most able and those born in the summer.

## What the setting needs to do to improve further

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

- widen children's learning opportunities in the outdoor play area
- use available information to identify if there are any differences in the progress made between different groups of children.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector held meetings with the management team and discussed improvements made since the previous inspection.
- The inspector spoke to parents and considered letters provided by parents.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to children and staff throughout the inspection.
- The inspector spoke to the local authority special educational needs coordinator who was visiting the nursery. The inspector also met with the nursery special educational needs coordinator.

### Inspector

Tricia Graham

## Inspection findings

### Effectiveness of leadership and management is good

Leaders and managers understand the strengths and weaknesses of the nursery. They work alongside staff and focus rigorously on the quality of teaching and learning. There are many examples of improvements, but most notably is the progress children are making in literacy and mathematics. The nursery is rich in print, which helps children understand that print carries meaning. Staff observe how pre-school children hold their pencils and they offer lots of writing activities to help them refine their pencil control. The arrangements for safeguarding are effective. Staff are highly trained, knowledgeable and understand the procedures to follow in the event of a concern.

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

The quality of teaching is good. Staff provide a wealth of indoor learning opportunities that ignite children's interests and help them to make good progress. There is a clear emphasis on helping children acquire key skills in preparation for school. For example, children practise their counting skills through a range of activities. During the inspection, children made their own play dough by reading the instructions. They mixed four scoops of flour, two dashes of oil, six squirts of water and lots of almond essence to create an impressive mixture for the creative area. Staff are deployed well and support all children, including babies, in their learning. For example, babies squealed with delight and actively joined in with the actions as staff sang their favourite song about a tiny turtle that goes 'pop'. Staff accurately assess what children know and can do and they use this information to plan next steps in children's learning.

### Personal development, behaviour and welfare are good

Transitions are managed effectively throughout the nursery, which supports children's emotional well-being. This approach works particularly well for children with special educational needs and/or disabilities (SEND) who are upset going outside to play. Staff are intuitive to their individual needs and remove barriers so that children with SEND benefit from the same experiences as other children. Children are encouraged to lead a healthy lifestyle. They enjoy wholesome meals and snacks and benefit from lots of fresh air and exercise. Children learn to care for living things. For example, they nurtured real-life caterpillars and watched them change into beautiful butterflies. Children are well behaved and show consideration to others. This was particularly evident as they sat quietly and watched the butterflies being released in the outdoor play area.

### Outcomes for children are good

Children are confident and motivated learners. As a result, they are well prepared for their next stage in learning. Children's learning is enhanced further because staff have high expectations of what children can achieve and they offer good levels of challenge. Children are proficient in their speaking skills and their vocabulary is growing at a rapid pace. For example, children use words such as chrysalis, cocoon and parallelogram. Managers and staff are working hard to ensure routines are organised more effectively to maximise children's learning.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY496910  |
| <b>Local authority</b>                           | Rochdale  |
| <b>Inspection number</b>                         | 10084946  |
| <b>Type of provision</b>                         | Childcare on non-domestic premises                  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                             | Full day care                                       |
| <b>Age range of children</b>                     | 0 - 4   |
| <b>Total number of places</b>                    | 110   |
| <b>Number of children on roll</b>                | 90  |
| <b>Name of registered person</b>                 | Channings Childcare Ltd                             |
| <b>Registered person unique reference number</b> | RP901377  |
| <b>Date of previous inspection</b>               | 11 May 2018   |
| <b>Telephone number</b>                          | 0161 222 4067                                       |

Channings Childcare Rochdale registered in 2015. It is one of six nurseries operated by Channings Childcare Ltd. The nursery employs 16 members of childcare staff. Of these, one holds an early years qualification at level 5, 11 hold level 3 and one holds level 2. The nursery opens each weekday from 7.15am to 6pm, all year round, except for public holidays and during the Christmas period. The nursery provides funded early education for two-, three- and four-year-old children.

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