

Inspection of Channings Childcare

Maygate, Off Chadderton Way, OLDHAM OL9 6TR

Inspection date: 18 December 2019

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Good |
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What is it like to attend this early years setting?

The provision is good

The well-qualified staff and passionate leadership team provide a warm and welcoming environment for children to enjoy. Children experience a rich and varied range of opportunities to promote their learning. They confidently demonstrate that they are active learners as they independently choose what they would like to do. Children show that they feel safe and secure as they move around the environment, seeking out their friends to share experiences with.

Staff have a good knowledge of how children learn and of what they can achieve, including those with special educational needs and/or disabilities and those who speak English as an additional language. Staff have high expectations of children and challenge them successfully to ignite their motivation for learning. Staff achieve this through an abundance of praise and encouragement, recognising children's individual capabilities and learning needs.

Children have frequent opportunities to develop their independence skills. For example, they chop up vegetables in the home corner to make 'reindeer soup'. Staff use this opportunity to teach children about healthy eating and name carrots, parsnips and potatoes to deepen children's understanding. Furthermore, children help to tidy up and enjoy helping staff to sweep the floor and wipe tables after lunch.

What does the early years setting do well and what does it need to do better?

- Occasionally, the organisation of activities impacts on children's involvement and learning opportunities. For example, as children wrap 'presents' using large rolls of paper, there is not enough space for them to move around. Additionally, children sometimes wait for prolonged periods to have their turn.
- Staff do not always promote and follow stringent hygiene procedures to support children's understanding of good hygiene practice. For example, sometimes, children are not reminded to wash their hands after blowing their nose.
- Staff working with young children ensure they provide a secure base from which children can explore. They provide children with a range of sensory activities and promote children's investigation as they discover different textures. For example, staff share a 'feely' book with young children. Together, they explore the different fabrics and children are encouraged to find the same 'shiny' and 'rough' textures from their story book.
- Staff effectively support children's developing language skills. They introduce new words, ask questions and use repetition. They help children to build sentences, encouraging them to explain and describe what they are doing.
- Older children demonstrate concentration, good hand-to-eye coordination and perseverance as they fill containers. Staff introduce vocabulary such as 'volcano',

as the mixture they spoon into tall tubes is red in colour and looks like larva.

- Children enjoy immersing themselves in stories. They independently select books and share them with their friends. Staff enthusiastically read to children and encourage them to talk about what they see and predict what they think may happen next.
- Partnerships with parents are very good and continue to develop. Parents have regular opportunities to discuss their children's progress, including their achievements at home. Staff gain detailed information from parents about what children know and what they can do when they first start. This helps staff to plan effectively for children's future learning.
- Children are supported to feel emotionally secure by a successful key-person system, flexible settling-in procedures and enhanced transition arrangements as they move rooms. They form strong attachments with staff and build friendships, which boosts their emotional well-being.
- Children behave very well. Staff are good role models who offer clear and consistent reminders to help children understand what is expected of them. Children share, take turns and play collaboratively with one another.
- The manager provides valuable support for staff. For example, she holds regular meetings to discuss their practice and identify their training needs. Furthermore, together they monitor the progress children make. Staff are encouraged to observe each other's practice, which creates a culture of reflective practice and helps to improve outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

All staff receive frequent training in child protection so that they know what to do if they have concerns about children's welfare. They have a thorough understanding of their role and responsibility in keeping children safe, including how to report concerns about a colleague's practice. Staff complete meticulous documentation, including accident records, and are appropriately trained to administer first aid. Furthermore, risk assessments, and daily checks of the children's playrooms and outdoor areas, help to ensure children are able to play and explore in a safe environment.

What does the setting need to do to improve?

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

- consider the organisation of some activities so that children benefit fully from the learning opportunities offered
- ensure staff follow procedures and encourage all children to maintain good hygiene practices.

Setting details

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| Unique reference number | EY486593 |
| Local authority | Oldham |
| Inspection number | 10076431 |
| 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 | 1 to 4 |
| Total number of places | 100 |
| Number of children on roll | 71 |
| Name of registered person | Channings Childcare Ltd |
| Registered person unique reference number | RP901377 |
| Telephone number | 0161 478 6868 |
| Date of previous inspection | 18 July 2016 |

Information about this early years setting

Channings Childcare registered in 2015. The nursery employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday all year round. Sessions are from 7.15am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Cox

Inspection activities

- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- A meeting was held with the manager, senior manager and company manager where a range of documentation was viewed, including the suitability of staff and training records.
- The inspector completed a tour of the setting and discussed with managers how they organise their curriculum.
- The inspector spoke to parents and children during the inspection and took account of their views.

We carried out this inspection 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.

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