

Inspection of Bpcs Creche

Beis Yaakov School, 69 Broom Lane, SALFORD M7 4FF

Inspection date: 13 March 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Staff at the creche are welcoming and friendly. They form secure, positive relationships with all children in their care. Children arrive happy and settle well. They quickly get involved in the range of activities on offer. Most children play happily without adult support. However, some children spend too long wandering, unsure of what to do next, which impacts on their behaviour towards other children. Children are not always supported in taking care of toys and books, which means they are easily damaged.

Staff observe children regularly and make assessments about their development. Some staff do not consistently use what they know about children to challenge them enough through play. The next steps planned for each child are not always focused enough for the children to succeed quickly. Effective planning for children's learning is weakened as the manager does not monitor staff performance closely enough.

Children have frequent daily opportunities to play outdoors and enjoy fresh air and exercise. They play ball games and enjoy running games with staff. However, there are fewer opportunities for them to experience a wider range of play activities as there are too few resources outside. Children enjoy singing songs and rhymes, which supports their communication and language development. Children take part in daily action songs at circle time, to strengthen their coordination skills. Staff are very expressive and role model the actions and movements.

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

- Staff encourage children to be active learners. Some staff are particularly effective at engaging older children in story time. However, not all staff are expressive with their story sharing skills. This results in some children not being interested in the story and they do not take part. Staff's communication and role modelling of language with children is not yet as good as it could be. Children do not always get enough time to answer a question before another is asked. Children are making progress, but this could be stronger with more consistent high-quality interactions.
- Sometimes, staff do not respond quickly enough to children's changing behaviours. Children are not always supported effectively in understanding how their behaviour impacts on others. As a result, some children do not know how to manage their feelings. They are not yet able to distinguish between right and wrong. An example is when children do not yet understand turn taking and sharing; they snatch toys, which causes upset to other children.
- Parents hold the creche and the staff in high regard. They report that their children are always happy to attend. Parents comment that they feel secure as

the creche is on the school site where they work. They talk about the 'affectionate staff' and say that their children are making progress in their development, for example in their mark-making skills.

- Staff have regular opportunities to speak to the manager. Professional discussions and supervision help to support staff's well-being. However, they are not used well enough to monitor staff's practice. As a result, assessments are not always effective across the creche. Some staff do not identify children's next steps with enough accuracy, which results in children not reaching their learning goals as quickly as they could.
- The indoor environment is well organised. Children can make choices about what they would like to play with; they mostly self-select resources to use. However, more opportunities could be given to support child-led interests. For example, when children choose resources in the home corner, staff do not extend the learning for the children as it is not a planned activity.
- Staff support children to understand how to be healthy. Children benefit from healthy snacks and discussions about what food helps them to grow strong. Staff support children to brush their teeth with an enjoyable song. This contributes to children learning the correct brushing technique.
- Staff support children to understand the community in which they live. They provide plentiful opportunities for children to use their home languages. Children are supported to make special pictures using a variety of resources each Friday. They then share these at their special weekly family dinner. Staff do not yet raise enough awareness of other cultures, religions and the wider community.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of their responsibility to keep children safe from harm. The creche is on a secure school site with robust procedures in place for all visitors. Staff know what to do if they are concerned about a child in their care. Staff undertake safeguarding training, and child protection is discussed in supervisions. All staff have had first-aid training and have a robust system in place to deal with any accidents. The vetting, recruitment and induction of staff are given high priority to further protect children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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make sure that supervision of staff is regular and robust in providing guidance, scrutiny and training in relation to their professional practice.	15/05/2020
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To further improve the quality of the early years provision, the provider should:

- extend practice for raising children's awareness of similarities and differences with regard to different families and cultures
- give children every opportunity to develop their thinking skills by allowing enough time to respond to a question, before moving on to the next
- enhance staff's skills in managing children's behaviour so that children are supported to understand their own feelings and their behaviour towards others
- review the outdoor provision for children to ensure sufficient suitable resources and activities are available to support their learning effectively.

Setting details

Unique reference number	EY551059
Local authority	Salford
Inspection number	10143496
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	0 to 3
Total number of places	13
Number of children on roll	14
Name of registered person	Broughton Park Communities Services CIC
Registered person unique reference number	RP551058
Telephone number	01617088220
Date of previous inspection	Not applicable

Information about this early years setting

Bpcs creche registered in 2017. The creche employs six members of childcare staff. Of these, four hold early years qualifications at level 3 or above. The creche is open from Monday to Friday during term time only. Sessions are from 8.30am until 5pm on Monday to Thursday and from 8.30am until 1.15pm on Friday.

Information about this inspection

Inspector

Lysa Randle

Inspection activities

- A learning walk took place with the manager, who described the activities that are on offer.
- Parents were spoken to and their views taken into consideration.
- The inspector sampled relevant documentation and checked evidence of the suitability of staff.
- The inspector observed the interactions between the staff and children.
- Children and staff were spoken to throughout the inspection.

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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