

Inspection of Sky High Achievers Melandra

Hattersley Childrens Centre, Melandra Crescent, Hyde SK14 3RB

Inspection date: 13 May 2021

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 nursery is a hub of activity where children and their families are at the centre of everything it strives to achieve. Staff provide children with a broad and balanced curriculum. This helps children to gain the skills they need for later learning. Children, including those who are new to the setting, are settled, safe and happy. Children show they are developing increased confidence and independence. Staff provide lots of encouragement for children to have a go and complete tasks for themselves. For example, children fasten their own coats and put on their own wellington boots. Staff are good role models who treat children with kindness and respect. Children play cooperatively and they are beginning to understand their own feelings and emotions. Children receive clear messages about the benefits of being healthy. Children have increased social skills.

Due to the pandemic restrictions, parents' access to the setting is limited. That said, partnerships with parents are strong. This is due to the dedication and commitment of leaders and staff to continue to provide a high level of support for children and their families. Staff value the importance of maintaining close contact with parents. They make themselves available at the door to meet and greet their key children. Staff use this time to talk to parents about children's home life, give them hints and tips for learning at home and let them know how their children are progressing in their learning at the setting.

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

- Leaders and staff know the children very well. They work extremely hard to ensure all children get the support they need. Staff have developed close partnership working with other professionals. This ensures that all children, including those who are in receipt of funding and those who have a special educational need and/or disabilities, have continued access to the unique and specialist services they require. Staff are alert to those children whose attendance has been lower than expected because of the pandemic. Therefore, staff provide individualised emotional support so that children are ready to return to learning.
- Children make good progress across all areas of learning from their starting points. This is because, overall, staff plan an ambitious curriculum that ensures no child is left behind. Leaders have introduced new systems to help staff to plan even more sequenced learning opportunities for children. This is so that children can practise and embed their skills and extend their learning. However, some staff focus too much on the end goal. This means that children do not always understand what is being taught and, at times, they lose interest in the activity too quickly.
- Staff know that children need support with their communication and language

skills. They help children to learn these skills because they model language well. Staff sensitively talk to babies and toddlers and encourage them to make sounds and copy words. They introduce older children to new words, such as 'dandelion', as they pick these from the garden.

- Staff know that boys need more opportunities to strengthen their mathematical understanding. They help them to achieve this as they introduce mathematical words and provide ideas as part of children's play. For example, they encourage children to count and recite numbers, compare the size of objects and discuss concepts, such as more and less.
- Children learn about their own and others' feelings and how to regulate their emotions. For example, they use 'emotion spoons' to express how they feel today, and this enables staff to offer the support children may need.
- Leaders, overall, provide regular training and keep a close eye on staff's well-being. Staff benefit from regular supervision sessions and appraisals with leaders. This helps to improve their performance and identify any additional training needs. However, new and less experienced staff are not sufficiently supported to help them to understand how to achieve the high expectations of leaders for the delivery of the curriculum.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a firm understanding of how to safeguard children. When they have a concern, they use their individual knowledge of families, alongside their close relationships with other professionals, to ensure that children get the support they need and remain protected from harm. The setting is well maintained. There are good systems in place to ensure that children are not exposed to any risks. Recruitment and vetting procedures are robust. Staff are effectively deployed and the correct adult-to-child ratios are maintained.

What does the setting need to do to improve?

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

- ensure all staff know how to plan and provide children with opportunities that support them to practise and consolidate any new skills and learning
- strengthen the support offered to new or less experienced staff so they quickly gain the skills needed to have more meaningful interactions with children that further extend their learning.

Setting details

Unique reference number	EY496150
Local authority	Tameside
Inspection number	10195735
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	44
Number of children on roll	109
Name of registered person	Sky High Melandra Limited
Registered person unique reference number	RP535063
Telephone number	0161 312 2038
Date of previous inspection	13 December 2016

Information about this early years setting

Sky High Achievers Melandra registered in 2015 and is situated in Hattersley. The nursery employs 15 members of childcare staff. Of these, 13 staff hold appropriate childcare qualifications at levels 2 to 6. Two staff are unqualified. The nursery opens Monday to Friday all year round, from 7.30am to 6pm except for bank holidays and one week at Christmas. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Donna Birch

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector completed a learning walk with the provider and the manager.
- The inspector spoke with the staff throughout the inspection.
- A joint observation was completed with the manager.
- Children spoke to the inspector about their time and experiences at the setting.
- The inspector spoke to parents and took into account their views of the setting.

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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