

# Inspection of Channings Childcare Ltd Newhey

Railway Street, Newhey, Rochdale, Lancashire OL16 3RN

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Inspection date: 26 November 2021

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## **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

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Instability in staffing and a lack of monitoring from leaders have resulted in standards at the nursery declining since the last Ofsted inspection. Leaders identify these shortfalls and are working hard to put intervention plans in place to bring about change. However, not enough has been done and many interventions are within their infancy. For example, teaching is too variable and children are not consistently provided with a sequence of learning that builds on what they already know and can do.

Although the inspection highlights many aspects to improve, there are several positives that staff and leaders do to support children's care and well-being. Overall, children are happy, content, and safe. Due to the COVID-19 pandemic, parents do not enter the nursery. Children adapt well to these new changes and wave their parents off at the door. Children develop positive relationships, behave well and gain the necessary skills in readiness for their move on to school.

Staff provide a variety of opportunities for children to look at books. Pre-school children excitedly anticipate what will happen next in stories and enact roles of their favourite characters. Toddlers enjoy playing outdoors and become fascinated while talking about feeding chickens at the local allotment. Babies beam with delight while exploring musical instruments.

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

- Leaders know that the quality of education across the nursery is not good enough. They aspire to be good and want the best for the children in their care. However, not enough has been done to remedy weaknesses in teaching, staff deployment and the curriculum. Self-evaluation is accurate and leaders demonstrate the required capacity to bring about change.
- Children are not provided with a sequence of learning that builds on what they already know and can do. Staff are unsure of what leaders intend them to teach children. This results in staff pitching activities too high or too low. For example, staff provide babies with cereal, without knowing what they intend babies to learn. Pre-school children use tape measures to compare size, but with no clear direction from staff, children are not sure how to use them and why they are using them.
- Leaders do not ensure that staff are deployed effectively. Too often, staff are unsure of where they should be to better support the needs of children. This results in some children not being fully supported in managing their feelings and behaviour. Additionally, some routines, such as mealtimes, are not fully supported by staff as they are preoccupied with other tasks. This means children become restless and wait too long for staff to help them.

- Supervision and appraisal systems are in place. Staff feel supported, state that leaders are 'perfect to work for' and staff morale is, generally, high. However, leaders do not provide staff with incisive feedback to raise their practice to a good level.
- The support in place for children with special educational needs and/or disabilities (SEND) is strong. Leaders have extensive knowledge and experience of how to ensure children with SEND are not at a disadvantage from their peers. Intervention plans are effective and gaps in learning close. Children with SEND make steady progress, given their initial starting points.
- Staff support children who speak English as an additional language well. They provide key words in children's home languages and skilfully introduce new words in English. Professional speech and language support is in place and children quickly gain a good command of English.
- Parental partnerships are a strength of the nursery. Parents commend staff and leaders on their loving nature. Typical comments include, 'I could not have chosen a better place for my child.' Parents are kept informed of their children's time at the nursery. Links with the local community and school are rooted in trust.
- Leaders pride themselves on the inclusive and welcoming service they provide to children and their families. They instil the importance of mutual respect and tolerance through varied opportunities to learn about the world. Children talk about different family units and discuss holidays in different countries. They confidently talk about differences in skin, eye and hair colour.

## Safeguarding

The arrangements for safeguarding are effective.

Robust procedures are in place to ensure that all adults are suitable to work with children. Staff attend child protection training and have a good understanding of how to keep children safe. The premises are clean and safe. A comprehensive safeguarding policy is in place and leaders understand the steps to take if an allegation is made against a staff member. Staff teach children about e-safety and have a good understanding of how to identify sexual harassment, radicalisation and female genital mutilation. Robust procedures are in place for administering medication to children. Parental consent is obtained and staff record this accurately. Information and records are kept safe and leaders have a good understanding of data protection legislation.

## What does the setting need to do to improve?

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

	<b>Due date</b>
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ensure that staff understand what leaders intend children to learn, so that they can provide a curriculum which meets children's individual needs	21/01/2022
ensure that staff are deployed effectively across the nursery to meet the needs of all children.	21/01/2022

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

- provide staff with more incisive feedback about their interactions with children, to raise their practice to a good level.

## Setting details

<b>Unique reference number</b>	316446
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	10214025
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	72
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Channings Childcare Ltd
<b>Registered person unique reference number</b>	RP901377
<b>Telephone number</b>	01706 841949
<b>Date of previous inspection</b>	19 July 2017

## Information about this early years setting

Channings Childcare Ltd Newhey registered in 1989. The nursery employs 16 members of childcare staff. Of these, two staff members are unqualified and 14 staff members hold a qualification at level 2 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

Luke Heaney

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with leaders, staff, parents, and children at appropriate times during the inspection.
- A joint observation was carried out by the inspector and the manager.
- The manager and the inspector completed a learning walk.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training of staff.

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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