

Inspection of Care Chiefs

Spa Tavern, 124 Old Lane, Manchester M38 9SB

Inspection date: 24 August 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are very happy and settled in this warm, vibrant and welcoming nursery. They quickly develop close and trusting bonds with the caring and patient staff team. Children continuously demonstrate that they feel safe and secure. Staff's interactions with children are encouraging, supportive and playful. Babies in particular benefit from the kind and nurturing approach of staff. Children's social skills and their language development continue to remain a focus following the COVID-19 pandemic. Staff's efforts are clearly evident. Children are motivated to learn. They are curious and explore their surroundings with confidence, engaging with visitors and smiling broadly.

Children respond well to the high expectations that staff have. They demonstrate enthusiasm for learning and concentrate well on the activities they have chosen. Children behave well for their age. This is because staff have considered their practice and consistently offer clear and gentle reminders that help children to understand right from wrong. Furthermore, following the last inspection, leaders have made changes to the layout of rooms and routines which in turn has had a positive impact on children's behaviour. The creation of calm areas provides children with a safe space they can retreat to as they learn to manage their feelings and behaviour. As a result, children are engaged. They are focused and determined to achieve the tasks they set out to do.

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

- Leaders have worked tirelessly to bring about significant improvements since the last inspection. There has been a very proactive approach to address the concerns raised previously and staff comment on the differences that they can see. Leaders have embraced support from the local authority to implement changes. This has had a positive impact on how the setting is run and the experiences and opportunities available to children. Leadership is strong. Staff are supported successfully through a range of training, supervision meetings and observations of their practice. Feedback from parents is overwhelmingly positive.
- Staff provide a broad and balanced curriculum that covers all areas of learning. They gather precise information when children first start and use this knowledge to plan purposeful activities that help children to make good progress. Continuous observations of children's progress help staff to identify the next step in children's learning. However, occasionally some staff do not embrace opportunities as they arise to challenge children's learning and understanding even further.
- Children's communication and language skills are given high regard. Staff working with babies ensure that they continually model language. They label objects and use repetition to aid understanding. Those staff supporting toddlers,

skilfully model conversation and back and forth interactions. They use descriptive language and simple questioning techniques. Pre-school staff continuously narrate children's play which helps to give meaning to what they are doing and ensures that children hear a rich variety of vocabulary. Leaders are aware of the impact on children's language development following the pandemic. They have attended purposeful training that will enable them to quickly identify children who require additional support. Subsequently, staff are able to implement strategies and initiatives to help close gaps in children's development. As a result, children are becoming confident and skilful communicators.

- Children thoroughly enjoy being outdoors. They eagerly play in the 'mud kitchen' where they use herbs to enhance their dough. Children play with the dinosaurs in the 'swamp' as they transport water along long pipes. They create potions and excitedly talk about the different aromas they can smell. However, sometimes in their eagerness to help, staff do not always promote children's problem-solving skills. Their kind and caring nature means that they quickly offer solutions rather than allowing children the time to develop their critical thinking skills and experiment independently.
- Staff have successfully created a love of literacy among children. Children of all ages independently select books and snuggle with staff to listen to their favourite tales. Children refer to books continuously throughout the day. Pre-school children talk about how a story begins and understand what characters are and the role of an author. Families are able to borrow books to enjoy at home and children are gifted books to support the current learning at nursery.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust understanding of safeguarding. They are fully aware of their responsibilities to protect children's welfare and to keep them safe. Staff are confidently able to identify the signs and symptoms, which may indicate that a child is at risk of harm. They are aware of the procedures to follow should they have concerns about a child's welfare or the behaviour of a colleague. Leaders ensure that staff frequently update their safeguarding training to maintain their knowledge and understanding. Staff are deployed effectively and comprehensive checks of the environment are completed to ensure children's safety.

What does the setting need to do to improve?

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

- strengthen teaching further by ensuring that staff challenge and extend children's ideas and build on what they already know and can do
- assist staff to develop their practice consistently, so that they encourage children

to solve their own problems as they play and develop their critical thinking skills.

Setting details

Unique reference number	EY490292
Local authority	Salford
Inspection number	10221798
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	0 to 4
Total number of places	72
Number of children on roll	94
Name of registered person	AW Childcare Services Ltd
Registered person unique reference number	RP531478
Telephone number	0161 790 1275
Date of previous inspection	19 January 2022

Information about this early years setting

Care Chiefs registered in 2015. The nursery employs 20 members of childcare staff. Of these, 17 hold early years qualifications at level 2 or above. The nursery opens Monday to Friday, 7am to 6pm, all year round. 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 discussed any continued impact of the pandemic with the nursery and has taken that into account in their evaluation of the provider.
- A learning walk was completed with the manager to understand how the curriculum is organised.
- The manager, deputy manager and inspector completed a joint observation of an activity and evaluated the impact of this.
- The inspector spoke with children, staff and parents at appropriate times throughout the inspection.
- The inspector viewed a variety of documents including the suitability of staff, qualification certificates, first-aid certificates and the nursery's improvement plans.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022