

Inspection of Children 4 Most

210 Portland Street North, ASHTON-UNDER-LYNE, Lancashire OL6 7HW

Inspection date: 2 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children arrive happily and are warmly greeted by caring and kind staff. Children thrive and develop positive attitudes towards learning within this child-focused environment. Children benefit from small-group times, resulting in high levels of respect and behaviour. Older children share resources patiently and take turns to plant in the garden. Babies enjoy banging objects together, smiling and laughing as they make different sounds. Children are motivated and eager to join in with activities. It is evident that children's experiences are mostly consistent and arranged to consider children's interests.

Staff support children to make individual choices. Children are excited to investigate the outdoor environment, showing awe and wonder as they hunt for bugs and watch for birds. Children engage in conversations, laughing and giggling, as they report their findings using clipboards. The children are happy in their secure learning environment, showing confident communication skills and ready for their next stage of development.

The manager and her team understand the impact that the COVID-19 pandemic has had on children's development. Overall, they have designed a well-sequenced curriculum with a particular focus on children's personal, social and emotional development. This support has helped children settle well within the provision.

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

- The quality of teaching is good. Staff know their children well and they use this knowledge to plan activities based on the children's current interests. Some of the planned activities do not focus enough on the intended learning experiences for children. For example, toddlers engage in an activity to share the meaning of their marks. However, these children have few language skills. This does not always support all children to make the best possible progress in their learning.
- The partnership with parents is a real strength of the setting. Parents speak highly of the nursery and its nurturing staff. Parents are kept well informed through an online journal and daily discussions. Parents feel supported, as staff help them navigate through various developmental stages. Parents speak about how the setting goes above and beyond implementing strategies to support their children with biting or tantrums. As a consequence, all children are calm and focused consistently across the provision.
- The setting's special educational needs coordinator is knowledgeable in her role and understands the importance of early intervention. She knows the children with special educational needs and/or disabilities well, and ensures these children receive the support they need. Staff support children who speak English as an additional language. They identify and effectively implement targeted

support for these children. As a result, children make good progress.

- Staff receive regular supervision sessions from the manager and report that they are well supported. The manager observes and evaluates teaching practices to identify training needs. However, this does not always support staff in identifying what they want children to learn during some planned activities.
- Staff manage all children's behaviour well and act as good role models. As a result, children show high levels of respect and kindness towards each other. Toddlers sit motivated in their small-world play for long periods. Children demonstrate their understanding of rules and turn taking during activities.
- The manager and her staff place a strong emphasis on supporting children to gain good communication and language skills. Staff model language consistently well. They introduce new vocabulary, such as 'Sparrow' and 'Hawk'. They sing with younger children as they wait for their snack and babies repeat familiar phrases such 'all gone' when their breakfast is finished. Children are therefore able to articulate what they know and understand in age-appropriate ways.
- Healthy lifestyles are promoted well. Toddlers share their understanding saying, 'Milk is good for bones' during snack time. Older children learn about healthy foods as they name and discuss vegetables in the garden, 'I don't like lemons they are sour'. Furthermore, children are supported in developing their independence. For instance, children know to wash their hands before snack time and put their coats on to play outside. This focused approach helps children to become increasingly independent in managing their personal needs.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a robust understanding of safeguarding arrangements. Staff frequently deliver training, defining their roles and responsibilities for safeguarding. They confidently describe the signs and symptoms of abuse and have a good understanding of the procedures to share concerns about children's welfare. Staff are confident with the procedures to follow, should they need to report concerns beyond leaders and managers within the setting. The premises are well maintained and secure. Staff are well deployed and supervise the children well 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:

- refine planned activities, so that staff are clear on the learning intentions for children, to support children make the best progress
- develop the supervision process, to identify clear targets for all staff, in order to raise the quality of teaching even higher.

Setting details

Unique reference number	EY242628
Local authority	Tameside
Inspection number	10129157
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	36
Number of children on roll	50
Name of registered person	Children 4 Most Private Day Nursery Limited
Registered person unique reference number	RP910274
Telephone number	0161 331 9740
Date of previous inspection	16 March 2016

Information about this early years setting

Children 4 Most was registered in 2002. The nursery opens Monday to Friday, from 7.30am to 6pm, all year round, with the exception of bank holidays. It provides funded early years education for two-, three- and four-year-old children. The staff team comprises of two proprietors who hold qualified teacher status and a further 11 members of staff. Of these, nine hold an appropriate early years qualification at level 3 and two are unqualified. In addition, an early years professional and an early years teacher support staff on a part-time basis.

Information about this inspection

Inspector

Katie Bonney

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the Manager and has taken that into account during the inspection.
- The manager led the inspector on a learning walk and discussed the early years curriculum.
- The inspector carried out a joint observation with the manager of the children taking part in a sensory small-world activity.
- The inspector observed the provision's practice; considering the quality of the education and its impact on the children's progress and development.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and discussed their safeguarding knowledge.
- The inspector held a leadership and management meeting with the providers and the manager.

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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