

# Inspection of Sky High Achievers Ashton

10 Taunton Road, Ashton-Under-Lyne, Lancashire OL7 9DR

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Inspection date: 3 August 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

Children receive a warm welcome from nurturing staff who know them well. They are happy and safe in nursery. Children are curious and motivated to explore the fascinating array of resources. They are encouraged to take ownership of their environment. Outdoors, they transport logs to ensure the fairy garden is just how they want it to be. This helps them to become fully engaged in their learning. Children are polite and take care of each other. They understand what is expected of them and respond positively to reminders about boundaries. Children are sensitively supported to manage their feelings when things do not go their way. They are given time to express themselves and supported to find solutions to problems. Children benefit from many opportunities to develop their independence. They know when to ask for help and staff act promptly to support them if needed. This helps to foster a real can-do attitude.

Children are encouraged to talk about their ideas and experiences. They are listened to and given time to respond to questions. Staff celebrate children's successes. This fuels their enthusiasm for learning. For example, they share and talk about the bugs they have found in the woodland area. Due to COVID-19 pandemic restrictions, parents do not always come into the childcare rooms. However, children are greeted by their key person. They know where to put their things and are eager to get busy. Parents now come in to visit with new children. The settling-in process is flexible. Staff ensure that it meets the needs of individual children.

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

- The cleverly designed environments are filled with interesting objects that spark children's curiosity and provide lots of opportunities for problem-solving. For example, toddlers practise their pouring and stirring skills as they pretend to make tea. They pour water from real tea pots onto fruit tea bags and add lemon slices. The explosion of smells and textures thoroughly engages children.
- Staff skilfully make the most of every interaction. For example, as children confidently use pipettes, jugs and bottles to mix 'fairy potions', staff encourage chatter. Children discuss how colours change and carefully consider how much water is needed to fill their containers. Children are becoming confident communicators.
- Children are developing a love of books and stories. Books are readily available to all children. These are shared with children in comfy quiet spaces and used to extend children's vocabulary. Children can talk about their favourite books. Staff carefully select 'special books' which help develop children's understanding of special events, emotions and friendships.
- Leaders and staff are passionate and have a clear vision and ethos. Staff adopt a

shared approach to teaching which considers children's learning needs. Staff learn from each other and use creative ways to share new ideas. Leaders recognise the importance of staff well-being and use a range of strategies to support this. This helps maintain a happy and relaxed learning environment for children.

- Staff accurately assess children's learning and plan to follow their interests. Many areas of the curriculum are taught through well-sequenced activities that build on what children know and can do. However, this sequenced learning is not consistently applied across all areas of learning.
- Parents report that their children make good progress in the nursery. They value the way that staff make the nursery feel like a 'home from home'. Parents praise the way that staff carefully think about children's individual circumstances. Staff chat daily with parents about their child's day. However, not all parents are clear about the ways in which information can be shared electronically. This can result in misunderstandings about the ways in which children's needs are being supported.
- Leaders ensure that the most vulnerable children are well supported. The provision for children with special educational needs and/or disabilities is strong. Staff are supported to identify the learning needs of individuals and, where necessary, adapt the curriculum accordingly. For example, staff use additional assessments and resources to support children whose language development is delayed. Children are given the support they need to help them to succeed.

## Safeguarding

The arrangements for safeguarding are effective.

Staff understand how to identify signs that a child may be at risk of harm and know what action to take to keep them safe. Regular access to short online courses and in-house discussions help staff to develop a breadth of safeguarding knowledge. Staff are confident in taking action should they be concerned about a colleague or member of the management team. Robust systems and processes for the recruitment and induction of new staff help to maintain consistent approaches to safeguarding. Staff implement risk assessments to ensure that areas are safe for children to use. Children are aware of how to keep themselves safe while enjoying physical challenges.

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

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

- develop partnerships with parents even further by making parents aware of all communication channels for sharing information
- strengthen the curriculum further to consistently build on what children know and can do across all areas of learning and development.

## Setting details

<b>Unique reference number</b>	2510490
<b>Local authority</b>	Tameside
<b>Inspection number</b>	10191796
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 11
<b>Total number of places</b>	45
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Sky High Melandra Limited
<b>Registered person unique reference number</b>	RP535063
<b>Telephone number</b>	07782250445
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Sky High Achievers Ashton re-registered in 2019 to reflect a change in legal status. The nursery employs 10 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one holds level 4, three hold level 3 and three hold level 2. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Dawn France

## 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 manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.

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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