

Inspection of Charlestown Private Day Nursery Ltd

Turner Lane, Ashton Under Lyne, Tameside OL6 8LW

Inspection date: 30 September 2022

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

Children are happy and safe at this setting. They demonstrate good personal, social and emotional skills. For example, children get to know others and build positive relationships, as they have opportunities to interact with their peers from different rooms across the setting. Children show care and concern for living things as they help to care for the setting's rabbit. Behaviour at the setting is good and children demonstrate good independence. They each have a role in supporting the smooth running of their room. For example, individual children help serve lunch. They take pride in completing this task and relish the opportunity of the role. These tasks help to prepare children for life in modern Britain.

Children know the expectations and routines of the day and these are well embedded. Children anticipate key parts of the day and show enthusiasm at specific stages. For example, children eagerly await the time when they can choose a song and join in. They demonstrate excellent listening skills and join in with songs with delight, demonstrating good communication skills.

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

- Warm interactions from staff help build on children's confidence. For example, children say hello to staff from other rooms and staff address children by name. Children confidently ask questions, such as when they notice changes to staff's appearance and they ask, 'where has all your hair gone?'. This shows children feel safe and secure enough to question changes.
- Staff use language well to explain information. This helps children to feel comfortable in their environment. Children have positive behaviour and attitudes towards their learning. They are keen to help keep the rooms tidy. For example, children help to sweep up the sand. This shows that children understand the importance of helping and working together.
- The setting provides children with opportunities to understand equality and diversity. For example, children learn about differences through planned activities and events. Children try different foods and activities from around the world. Home traditions are also discussed and valued. This allows children to celebrate differences and learn about different cultures.
- Leaders effectively organise the space provided, maximising opportunities for learning. For example, the messy play area is timetabled, meaning children have more quality time during play in this area. This also supports children's understanding of sharing and turn taking.
- Partnerships with parents are strong and staff value the importance of continuing learning at home. For example, parents receive home-learning bags that they can explore with their children at home. This provides learning opportunities parents can access with their children outside the setting.

- Support for children's developing communication and language is good. Staff speak in full sentences, modelling the correct language for children. This helps to support children's emerging vocabulary.
- Children's independence is well supported. For example, children are encouraged to blow their own noses and put their tissues in the bin. This helps to support children's independence, and growing health and self-care skills.
- Children with special educational needs and/or disabilities receive tailored learning opportunities. For example, staff request learning equipment to support children's individual needs. Management review these requests. This means all staff share their knowledge of children to effectively use the funds available.
- The key-person system facilitates smooth settling in for both children and parents. For example, parents stay with their young children and babies until they are confident. Staff also provide an extra room, where children can play until settled. This allows children the opportunity to build key relationships first, promoting their emotional needs well.
- While there are strong key person and transition procedures in place, staff do not always fully utilise these opportunities to gather a wide range of information about what children already know and can do. As a result, learning intentions are not as precise to support children's rapid progress from early on.

Safeguarding

The arrangements for safeguarding are effective.

Staff know and are aware of the signs of abuse and who to report any concerns to internally and externally. They take part in regular safeguarding training to keep their knowledge up to date. The setting has safer recruitment procedures in place. This helps to ensure new staff are appropriate to work with children. Staff manage allergies well. They provide alternative versions of the same meal where possible. If this is not possible a different meal that is suitable is available. Parents are kept well informed of this. The setting is safe, secure and well organised.

What does the setting need to do to improve?

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

- enhance procedures for transitions that provide staff with more information about what children know and can do and that help staff to plan precisely for children's learning from early on.

Setting details

Unique reference number	312298
Local authority	Tameside
Inspection number	10234503
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 10
Total number of places	110
Number of children on roll	120
Name of registered person	Charlestown Private Day Nursery Limited
Registered person unique reference number	RP901395
Telephone number	0161 343 2528
Date of previous inspection	13 March 2017

Information about this early years setting

Charlestown Private Day Nursery Ltd opened in 1989 and is based in Ashton. The nursery opens Monday to Friday from 7.30am to 6pm, all year round, except for bank holidays. The nursery employs 19 members of childcare staff, including the manager. Of these, one holds an appropriate early years qualification at level 6, one holds level 5, three hold level 4, fourteen hold level 3, and one holds early years professional status. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Shearman

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the nursery and has taken that into account in their evaluation of the nursery.
- The manager, director and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views with the inspector.
- The inspector carried out a joint observation with the manager.
- The manager provided the inspector with a sample of key documentation on request.

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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