

Inspection of Channings Childcare Ltd Newhey

Railway Street, Newhey, Rochdale, Lancashire OL16 3RN

Inspection date: 21 November 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 develop positive relationships with the adults who care for them. Staff warmly embrace babies as they awake from sleep. This promotes babies' socialisation skills. Children's self-confidence is developing well. Children talk enthusiastically about their favourite stories. Children are learning to make sense of their world from the basis of trusting relationships. As a result of knowing children well, staff plan meaningful learning opportunities. Pre-school children learn about where food comes from as they play alongside an adult who explains how wheat is grown. Toddlers become fascinated in stirring marbling inks into water to learn how marks can be made. Children build up knowledge and skills that prepare them well for their life ahead.

Staff are good role models. They teach children to use 'kind hands'. Children behave well; they gently say their friends name and tap them on the arm to get their attention. The expectations for children to become independent learners are high. Toddlers beam with pride as they set out cups for lunchtime. Older children exclaim, 'I've done it, I eat it!', as they persevere chopping carrots up to make 'stew'. Children are learning to make positive contributions. The support in place for children with special educational needs and/or disabilities (SEND) is good. All children are making progress in their learning.

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

- The passionate manager has worked hard to develop the professional knowledge of the staff team since the last inspection. Regular supervisions of staff allow training needs to be identified. Staff have a secure understanding of how young children learn and the curriculum they teach.
- The manager and staff place emphasis on the development of children's communication. They teach language skilfully as they read rhyming texts and sing songs. Staff regularly assess children's communication and language development. If a child shows any signs of gaps in their learning, additional opportunities to practise are provided. Children are becoming avid communicators.
- Children have opportunities to explore the local environment. They go on walks, picnic in the fields and visit shops. The manager recognises, however, that the outdoor provision at the nursery does not provide as many rich learning opportunities. This means that children have less opportunities to develop their learning outside.
- The curriculum provided is relevant and interesting. Mathematics is embedded across the activities provided. For example, staff challenge children to 'half fill' cylinders as they play in the water. Babies are encouraged to explore the space around them, and toddlers learn about more and less at mealtimes. Children

develop the knowledge needed for future mathematical learning.

- Children are involved and focused on their play. However, staff do not always adapt their teaching quickly enough. For example, some children spend too long playing with toy tractors rather than learning about what tractors can do. Encouragement to engage in meaningful interactions that support their learning is not consistently implemented.
- Children with SEND are well supported. The special educational needs coordinator works with parents and the local authority team. This ensures that children's individual needs are assessed, and appropriate support identified. Staff act on other professionals' advice to adapt the environment to help learners with specific needs. Children who are entitled to additional funding are enabled to access extra sessions at the nursery to support their welfare and development.
- The nursery provides children with a healthy diet and freely accessible water. This supports children's good health. Toileting and nappy changing areas are hygienic and afford children privacy for intimate care. This positively impacts on children's healthy emotional development.
- Parents are satisfied with the progress their children make. Parents state that children learn a 'varied vocabulary'. Staff encourage parents to extend learning. For example, they include parents in learning activities, such as how to help their child notice autumnal changes and collecting autumnal items to look at and discuss. Children benefit from consistency in care and connect their learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of safeguarding procedures. Managers prioritise training so that staff can identify the signs and symptoms of harm. Staff have regular supervision meetings, where they can discuss any child protection concerns they may have. The whistle-blowing policy has recently been reviewed and improvements made. This ensures all staff know who to contact should they have concerns about the suitability of another adult. The managers carry out regular suitability checks with all staff members. The premises are secure. For example, each room has a lock to ensure children and unauthorised persons cannot get in and out. This helps to keep children safe.

What does the setting need to do to improve?

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

- further enhance teaching to ensure that all children benefit from consistently high levels of interaction
- develop the outdoor provision so that children benefit from a range of learning opportunities outside.

Setting details

Unique reference number	316446
Local authority	Rochdale
Inspection number	10238905
Type of provision	Childcare on non-domestic premises
Registers	Early Years 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	68
Name of registered person	Channings Childcare Ltd
Registered person unique reference number	RP901377
Telephone number	01706 841949
Date of previous inspection	26 November 2021

Information about this early years setting

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

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the 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 special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 carried out a joint observation of a communication and language activity with the nominated individual.
- 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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