

Inspection of Educare For Early Years (Radcliffe)

Mill Bank, Radcliffe, Manchester M26 1AJ

Inspection date:

24 January 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Some children are not always experiencing a consistently good-quality curriculum. Leaders do not always ensure that all staff working directly with children with special educational needs and/or disabilities (SEND) are adequately trained to fulfil their roles. There are arrangements in place for the supervision of staff. However, these do not always focus sharply enough on ensuring that all staff have manageable workloads so that they can consistently meet the individual needs of all children. Due to these weaknesses, not all children receive meaningful and purposefully planned education.

Despite these weaknesses, children arrive to nursery happy. They are greeted by friendly staff. Children are eager to join in with activities that staff have planned for them. Children are safe and secure in this nursery. Pre-school children are confident in their physical skills. They take turns to climb the outdoor play equipment and enjoy using the slide. Children sit together at the table to eat their meals. They enjoy healthy snacks and nutritious home-cooked meals. This supports children to start to learn about different ways to live a healthy lifestyle.

Parents have recently been invited back into the nursery when they pick up their children. This is after measures had been put in place in response to the COVID-19 pandemic. Children now share with parents what they have been doing that day when they are collected.

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

- Leaders have arrangements in place to supervise staff who work with children, such as peer observations and regular supervision meetings. However, these are not always successful. Leaders do not always identify appropriate actions to support all staff to improve their practice, particularly staff knowledge and understanding of how to effectively support all children's individual needs. Furthermore, leaders do not have effective measures in place to ensure that staff workload is achievable. Therefore, not all children are making consistently good levels of progress in their learning.
- There is a qualified and experienced special educational needs coordinator (SENCo) who comes into the nursery and works closely with staff on a regular basis. The SENCo knows the children well and has targeted plans in place that identify their individual needs. However, staff working day to day with children with SEND are not always adequately trained to implement the learning plans effectively. While staff offer nurturing support to children, they are not always able to meet each child's unique learning needs.
- Leaders and staff carry out observations and assessments of children. In the main, they use these effectively to plan appropriate activities that capture most

children's interest. Staff have a good knowledge and understanding of the purpose of the progress check at age two. They encourage parents to share this with children's health visitor for shared working. The SENCo has good links with other professionals involved in the care and welfare of children. This ensures that early help from these professionals is put in place to support children.

- Leaders have a curriculum overview in place that is clear. This is understood by most staff. There is some good practice across the setting. Children make different 'boats' and 'rafts', and experiment with whether they float or sink. However, there are inconsistencies in the quality of teaching. At times, some staff give children instructions with little or no explanation. Therefore, some children become upset and do not engage or get involved with activities.
- Staff support children's communication and language development well through singing songs and modelling language. Pre-school children articulate themselves well. They engage in back-and-forth conversations with staff and other children. This supports children's growing vocabulary. Staff who work with the youngest children offer a running commentary of what is happening now and next. Therefore, the children in these rooms are settled.
- Staff in the baby rooms support children's physical development well. Younger babies enjoy the opportunity to engage in a sensory activity each morning. They have fun exploring different lights, scarves and foil. Children build their core muscles and the muscles needed for speech through a variety of experiences. Older children enjoy practising their coordination and balance skills outside. They use scooters and bicycles with confidence. Consequently, most children make secure progress in their physical development.
- Staff provide parents with regular feedback about their children's time in nursery. They offer parents support on how they can continue to promote their children's development at home. This supports children's continuity in learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good knowledge and understanding of safeguarding. Leaders revisit safeguarding during staff meetings, and spontaneously check to ensure that staff are keeping their knowledge and understanding current. Staff are aware of the potential signs and symptoms of abuse. They know how to correctly report concerns about the welfare of children. Leaders and staff carry out regular checks of the environment to ensure that it is safe for children. Staff are trained in paediatric first aid. They know how to administer first aid in the event of an accident. Leaders have effective staffing arrangements in place. This ensures that children are always adequately supervised.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that effective arrangements are in place to support children with SEND to make consistently good progress in their learning	24/02/2023
ensure that staff undertake appropriate training and professional development opportunities so that they offer quality learning and development experiences for all children, including children with SEND	24/02/2023
ensure that effective arrangements for staff supervision are in place to successfully support staff in their roles, and ensure that their workload is manageable.	24/02/2023

Setting details

Unique reference number	EY490430
Local authority	Bury
Inspection number	10271731
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 3
Total number of places	100
Number of children on roll	91
Name of registered person	Educare For Early Years Limited
Registered person unique reference number	RP534673
Telephone number	01617249055
Date of previous inspection	22 August 2017

Information about this early years setting

Educare for Early Years (Radcliffe) originally registered in 2005. It was re-registered in 2015 after the providers changed to limited company status. It is situated in Manchester. The nursery employs 18 members of childcare staff. Of these, three hold appropriate early years qualifications at level 2, four at level 3, five at level 4, one at level 5, and one member of staff has early years teacher status. The nursery opens from Monday to Friday all year round. 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

Suzanne Fenwick

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 provider and has taken that into account in their evaluation of the nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children told the inspector about their friends and what they like to do when they are in the pre-school room.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and manager about the leadership and management of the nursery.
- 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 carried out joint observations of group activities with the manager.
- Parents shared their views of the nursery with the inspector.

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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