

Inspection of Grow Happy Childcare

Unit 1 Rayners House, Bridge Street, Stalybridge, Cheshire SK15 1PF

Inspection date: 21 February 2023

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare are compromised due to weaknesses in safeguarding arrangements. Leaders and staff do not protect children's safety or promote their good health. The provider made the required notification to the local authority when faced with an allegation against a member of staff. However, the provider failed in their responsibility to notify Ofsted about the allegation, which is a requirement.

There are a number of risks which have gone unnoticed by staff. Children do not play in a safe and stimulating space. During school holiday periods, nursery children are all grouped together in one toddler room. The out-of-school club children take priority and are based in the large, well-resourced pre-school room. The toddler room is not inviting and does not meet the needs of children based in this room.

The curriculum is poorly designed and implemented and lacks focus. It is not effective or purposeful. Activities and experiences planned by staff do not match children's developmental levels. Children briefly enjoy exploring the texture of flour during a Pancake Day activity. However, they quickly lose interest as this fails to challenge or inspire them. Children of different ages and abilities take part in activities that are not designed to motivate them. Children are making poor progress due to weaknesses in teaching and a lack of assessment.

Some children are not allocated a key person, and those who are often do not see their key person during their nursery day. Nevertheless, most children settle well in this small and friendly nursery. Due to COVID-19, there have been changes to the drop-off procedure. Children are greeted at the door by staff with a smile and they are warmly welcomed each day. Children have developed some positive relationships with staff, who genuinely care for them.

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

- Leadership and management are inadequate which has led to a number of breaches in requirements. The provider failed to notify Ofsted about an allegation against a member of staff. Risk assessment is weak. The provider has not ensured that staff understand how to identify and minimise risks to children. For example, broken equipment, trailing wires and toxic substances are accessible to children. This does not ensure their safety and welfare.
- Leaders are not clear what they want children to achieve. Staff do not teach children the skills they need to learn. Activities and experiences follow themes and some of the children's interests. However, due to weakness in the quality of education and in the key-person system, staff do not know how to build on

children's prior knowledge. Children do not make good progress and are not being prepared for the next stages in their learning. This is not the result of a precisely focused curriculum where children develop individual skills.

- Leaders have not ensured that required assessments are completed in a timely manner. Staff do not gather information from parents on entry to swiftly assess children's level of development and implement support plans. The required progress checks have not been completed for all children. Staff are unaware of what children know and can do. This means that children who need the most help are at risk of falling further behind.
- Parents are not aware what their children are learning. They have not been encouraged to share what they know about their children's current development. Some parents do not know who their child's key person is. However, parents who were spoken to praise how staff communicate with them about how their children have been during the day. This includes sharing information about what children have eaten, nappy changes and time spent sleeping. Parents particularly enjoy seeing the photographs of children playing and participating in activities.
- Since the previous inspection, there has been a major decline in the overall quality of the provision. Self-evaluation has failed to identify significant weaknesses in practice. However, the provider is committed to making improvements. They want to offer a good service to local children and families. They provided services, such as first-aid training to parents during the COVID-19 pandemic.
- Support for staff is not good enough to help them to develop specific skills in areas where they need this most. They can request training, and leaders ensure that all mandatory training is refreshed. However, staff do not receive focused support and supervision to help them to raise their practice to the required standard. The arrangements for supporting staff do not help them to be fully aware of their roles and responsibilities. However, they do report that their workload is manageable.
- Children are often grouped together in one room, regardless of their age or ability. They are not based in rooms with their key persons, who are deployed in the holiday club or on leave. This leads to activities that are provided for the group rather than the individual. Older, more capable children are not provided with exciting and motivating learning opportunities.
- In the main, children behave well. However, they comply with routines rather than understand them. Younger children wander around aimlessly and start to throw soft bricks when they become bored with building a tower. Staff fail to explain why this behaviour is not acceptable. Children are unaware of the expectation to sit at the table for lunch.
- Health and hygiene are not promoted well enough. Children see staff drinking fizzy drinks and sugary juice. Children's sleep mats are torn, and handwashing routines are weak. For example, children share the same bowl of water to clean hands before eating. Nevertheless, children do enjoy active play. They participate in dance and movement sessions, yoga classes and the nursery cook provides nutritious home-cooked meals.
- Children enjoy outdoor play and enthusiastically act out the role of the wolf from

'The Three Little Pigs' story. Children appear happy and giggle with delight as they engage in pretend play. However, their safety is not assured due to the number of hazards in the outdoor area. Standing rainwater in a trough is accessible to children. Children play near to damaged equipment that is waiting to be thrown away, and a low-hanging washing line presents a strangulation risk. These hazards have gone unnoticed by staff.

Safeguarding

The arrangements for safeguarding are not effective.

The safeguarding policy is not clear. The provider does not understand the correct procedure to follow in the event of an allegation against a member of staff. This has led to a concern not being referred to Ofsted and is a breach of the safeguarding requirements. The environment, both indoors and outdoors, is not safe. However, staff are able to recognise if a child is at risk of abuse or neglect. There are procedures in place to monitor if children are absent. Staff ensure that contact is made to check vulnerable children are safe. Most staff have received paediatric first-aid training. This means they are qualified to deal with any minor accidents. Information about medication and minor injuries is swiftly shared with parents using an online application.

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 the policy and procedures for safeguarding are up to date and are effective, including what to do in the event of an allegation	14/03/2023
ensure the curriculum considers individual needs and development of children in their care	16/05/2023
keep parents up to date with their children's learning and development	16/05/2023
monitor assessment more closely and ensure that the initial assessments and required progress checks are completed in a timely manner	16/05/2023

ensure that all children are allocated a key person, and that they are deployed with children in order to meet their individual needs	14/03/2023
improve staff-training support and supervision to help to implement a precisely focused curriculum that builds on what individual children need to learn next	16/05/2023
improve staff understanding of risk assessment and ensure that risks are identified and steps are taken to reduce risks to children	14/03/2023
ensure that the premises, including outdoor spaces and equipment are fit for purpose	14/03/2023
promote the good health of children and improve hygiene practices.	14/03/2023

Setting details

Unique reference number	EY458831
Local authority	Tameside
Inspection number	10278359
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 11
Total number of places	64
Number of children on roll	34
Name of registered person	Dee Mac Childcare Limited
Registered person unique reference number	RP531724
Telephone number	01613387895
Date of previous inspection	7 March 2018

Information about this early years setting

Grow Happy Childcare registered in 2013. The nursery employs 10 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, six staff hold level 3 and three hold level 2. The nursery opens Monday to Friday, all year round. Nursery and holiday club sessions are from 7am until 6pm. Out-of-school club sessions are from 7am until 9am and 3.15pm until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Layla Davies

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 setting.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The deputy 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 what they like to do when they are at nursery.
- 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 inspector observed the quality of education provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the nursery with the inspector.
- The inspector carried out two joint observations with the deputy 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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