

Inspection of Maden Early Years and Childcare Centre

The Maden Centre, Rochdale Road, Bacup, Lancashire OL13 9NZ

Inspection date: 12 May 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children arrive happy and are keen to embrace their friends and staff. They interact well with their peers and familiar adults, demonstrating a strong key-person system. Children are taught to be sensitive to others' needs. Emphasis is placed on inclusion throughout. Children happily share their thoughts and experiences through conversation and interaction. Their interests and next steps of learning are carefully planned for. The curriculum ensures children's knowledge is built upon and prepares children well for transitions. Children with special educational needs and/or disabilities (SEND) are soon identified and links are formed with parents and outside agencies. As a result, children are given targeted support. Communication and language activities are available for parents to access at home. Children then share their experiences using photos and discussions.

Staff support children's emotional well-being, providing reassurance and comfort when needed. Sleep time for the younger children is calm, peaceful and relaxing. This allows children to self-regulate and prepare for the rest of the day. Children display good manners. They have good table etiquette, saying 'please' and 'thank you' appropriately. Children are praised for their kindness by staff. They follow routines well and know what is expected of them, for example looking after the resources and sharing with others. A sense of uniqueness is established early on with personalised pictures to help children identify their belongings and where to place them.

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

- The setting is organised well. Leaders recognise the need for change and improvement where necessary. For example, they have recently relocated the baby provision to an area that is bigger and more suitable to the babies' needs. As a result, staff have noticed that children are happier and more settled.
- Overall, the curriculum is well planned and children access a range of activities and learning opportunities. However, activities outdoors can lack focus and are not as well thought out. At times, children run round and do not settle. This means that children are not getting as much focused learning as indoors.
- Leaders support staff well. The manager believes in high levels of staff well-being, offering support when needed. Staff regard the leaders and managers highly. As a result, children are supported by well-trained, knowledgeable staff.
- In each room, staff talk about the focus for promoting independence for all children. Children fill their own water bottles and put their own shoes on. However, practitioners serve children their meals and pour drinks for them. In addition, they provide tissue stations but the children's noses are wiped for them by the staff in the room. This does not consistently support children to develop their independence.

- The SENDCo ensures children with SEND have detailed learning plans which are developed alongside parents or carers, key workers and outside agencies such as speech and language therapists and specialist teachers. This robust system of regularly reviewing targets is effective and supports all children to make good progress.
- Teaching is age-appropriate and supports children's next steps in learning. Stimulating resources and activities invite children to play. For example, children explore playing in water. They practise simple pouring, filling and rolling actions using different-coloured containers. This helps children to develop their thinking and build their concentration skills.
- Communication and language are well supported. Staff are receptive to what children say. For example, staff talk with children about the shapes they have noticed in the environment. They listen carefully to children and ask them to identify the shapes they can see. This helps children to become confident in initiating discussions.
- Parents value and appreciate the care and attention given to their children. They comment on the setting's high standards and the safe, secure environment where children learn. Communication with parents is of high priority. Staff consistently inform parents of their children's achievements and next steps. This helps to provide a consistency of care for children.

Safeguarding

The arrangements for safeguarding are effective.

The setting is clean and secure with robust security measures in place. A video door system is used to gain entry into the setting. Leaders and managers ensure the staff's safeguarding knowledge is kept up to date and training is provided. Staff follow hygienic safety measures to reduce risks. Children's allergies and intolerances are catered for well using a colour-coded sticker system which all staff understand. Staff are confident with how to report any safeguarding concerns. Ratios are always maintained and supervision of children in the environment is of high priority. Accidents and incidents are appropriately recorded.

What does the setting need to do to improve?

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

- maximise opportunities for all children to develop their independence and self-care skills
- develop the outdoor curriculum to provide a stimulating and organised area for children to learn.

Setting details

Unique reference number	EY320571
Local authority	Lancashire
Inspection number	10285890
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 4
Total number of places	100
Number of children on roll	97
Name of registered person	The Maden Early Years and Childcare Centre
Registered person unique reference number	RP910976
Telephone number	01706879949
Date of previous inspection	23 October 2017

Information about this early years setting

Maden Early Years and Childcare Centre registered in 2006. The setting employs 24 members of childcare staff. Of these, 15 staff hold appropriate early years qualifications at level 2 and above. Three members of staff hold an appropriate level 6 qualification. The setting opens Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children with SEND.

Information about this inspection

Inspector

Susie Mortin

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 provider.
- The manager, both deputies and the inspector completed a learning walk together of the provision and discussed the early years curriculum, intent and intended impact.
- The deputy manager and inspector carried out a joint observation of a group activity and discussed the quality of teaching, with communication and language and personal, social and emotional development being the focus.
- The inspector held regular discussions with the leadership team to discuss vision, intent, action plans and overall strengths.
- The inspector observed lunchtime routines and observed children discussing current interests and learning with their key workers.
- The inspector spoke to staff throughout the inspection to understand their safeguarding knowledge and to ask about their key children and how they plan for children's next steps. Staff well-being and how managers support staff was a key focus.
- 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 spoke to several parents during the inspection and took account of their views. Views and comments were also gathered via email and messages.
- The inspector met with the local authority area SENDCo and specialist teacher and discussed the provision for children with SEND.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery. Accident and incident reporting documents were viewed and discussed.

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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