

Inspection of Educare For Early Years (Radcliffe)

Mill Bank, Radcliffe, Manchester M26 1AJ

Inspection date: 14 August 2023

Overall effectiveness	Good
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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

Leaders have worked with staff and other agencies to make the required improvements in the setting. Leaders now have effective systems in place to ensure staff's workload is manageable. Staff now have more time to spend with the children delivering the intended curriculum. Staff have attended targeted training to help them provide a better quality of education for all children who attend. Most staff have also attended specialist training to help them support children with special educational needs and/or disabilities. As a result, all children make consistent progress from their starting points.

Leaders have high expectations for what children can achieve. The intended curriculum, in the main, is delivered well. Staff take time to get to know children from the outset. In addition, they ensure children are well prepared for any room changes they undertake throughout the setting. All children, including those who are very new to the setting, are happy, settled, and have strong attachments to their key person. Children arrive full of smiles and confidently wave goodbye to their parents. Babies seek out staff, by holding out their arms. Staff quickly react by encouraging and enticing babies to move and take their first steps. Toddlers take staff by the hand and lead them to the exploratory trays. Here they experiment by using all of their senses. Staff model how to hold a brush and encourage children to have a go. Staff introduce positional language, such as 'on, in' and 'under' as children search for items in an exploratory basket. Pre-school children demonstrate patience and understanding as they play cooperatively in the 'construction area'. Additionally, they demonstrate their good critical thinking skills as they work out how to make a tower of blocks balance.

Staff are good role models. They help children to understand how to regulate their feelings and emotions. In addition, they help children develop a sense of responsibility and maturity. Children relish opportunities for example being the 'helper of the day'. Children help with tasks such as handing out snacks and sweeping up. Children proudly show off their 'helper badges' to visitors and explain what jobs they will undertake today. Due to staff's positive interactions, all children behave well, given their ages and stages of development.

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

- Staff benefit from targeted training and receive regular supervision and coaching from the manager and deputy manager. This is used particularly well to support their continued well-being. Staff now have fewer key children to monitor. This means they have more time to plan for and check individual children's progress. All staff report they feel supported and enjoy their work. More can now be done to help staff raise the quality of their interactions with children to consistently

high levels.

- There is a sharp curriculum focus on developing children's physical skills. As a result, all children develop very well in this area of their learning. Older children have space to run freely and scale large play equipment. Younger children enjoy targeted physical education sessions. For example, they practise their balance and coordination as they attempt an assault course.
- Staff know children well and plan a broad range of activities and experiences that are linked to children's interests. These take account of what children need to learn next. Staff provide a range of media for children to suit their ages and stages of development. For example, toddlers make marks using chunky crayons and paint. Foundation age and pre-school children use pens for a purpose. For example, to draw self-portraits and members of their family. These help children to develop the skills needed for formal writing.
- In the main, children are keen and active learners that are willing to have a go. Babies and toddlers sit on staff's knees and enjoy a familiar story and take part in action songs. Older children engage in planned sessions that are designed to embed learning. However, staff do not always adapt these activities quickly enough to ensure all children's learning needs are met, including when children are ready for further stretch and challenge. As a result, some children are not as highly focused as others.
- Children develop good language and communication skills. Staff introduce new words to babies, such as 'soft' and 'shiny', as they explore items in a treasure basket. Staff working with toddlers introduce words, such as 'disappear', as they bury their hands in shredded paper. Pre-school children talk with increased confidence. For example, they delight in telling visitors what they enjoy doing while in the setting and in their home lives.
- Meals provided for children are healthy, nutritionally balanced, and meet their unique dietary needs. All staff, including the cook, are trained in and effectively implement the setting's food hygiene and food allergen policies and procedures. Where diet plans are needed, these are discussed, agreed upon, and updated with parents accordingly. As a result, children's health is protected.
- Children have high levels of self-confidence and self-esteem. This has a positive impact on their independence skills. For example, toddlers eagerly use a fork for the first time. Pre-school children manage their own need for a drink, serve themselves food and confidently manage their own personal hygiene needs.
- Parents comment that staff are 'kind, caring' and 'go above and beyond to meet their children's individual needs'. Parents say they feel involved in the setting. They particularly like the use of daily diaries, termly assessment sheets, and parents' evening sessions. These keep parents informed about their child's time and progress at the setting.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff demonstrate that they have a secure knowledge and understanding of safeguarding and child protection. Staff know what to do should

they have a concern about a colleague. The setting is safe and secure. Policies and procedures for accidents, food and drink and medication are understood and implemented well. Recruitment and vetting arrangements are robust. This ensures staff are suitable and safe to work with children. Children demonstrate they understand safety rules for the setting. For example, they line up when moving between rooms in the setting and when going outside.

What does the setting need to do to improve?

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

- shape and adapt planned activities, so that all children's learning needs are met and where needed, provide extra challenge
- continue to embed the current arrangements for staff supervision and coaching to ensure staff receive incisive feedback that helps them to raise their quality of practice to the highest levels.

Setting details

Unique reference number	EY490430
Local authority	Bury
Inspection number	10278386
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	66
Name of registered person	Educare For Early Years Limited
Registered person unique reference number	RP534673
Telephone number	01617249055
Date of previous inspection	24 January 2023

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 setting employs 19 members of childcare staff. Of these, three hold appropriate early years qualifications at level 2, five at level 3, four at level 4, one at level 5, and one member of staff has early years teacher status. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Donna Birch

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken this into account in their evaluation of the provider.
- The inspector observed the quality of education being provided, indoor and outdoors, and assessed the impact this was having on children's learning.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The manager completed a joint observation with the inspector.
- The senior leadership team held a meeting with the inspector to discuss the leadership and management of the setting. During this meeting, the inspector also looked at relevant documentation.
- The inspector spoke to children throughout the inspection.
- The inspector spoke to parents on the telephone and in person at 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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