

Inspection of Channings Childcare Ltd Werneth

Springbank Street, Werneth, Oldham OL8 4LH

Inspection date: 14 September 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and excited to explore in this inviting and nurturing nursery. They benefit from the secure attachments they build with staff. For example, they arrive at nursery with big smiles and are greeted with cuddles from their key person. This helps children to feel safe and excited for the day ahead.

Staff are positive role models and have high expectations of children's behaviour. They model positive interactions, which helps children to solve problems. For example, younger children explore with staff how the trains can stick together by using the magnets. Additionally, staff support children with the expectations of behaviour. They model how to look after the environment and help the children to tidy up the resources when they are finished playing. Staff positively praise children's achievements and efforts. This all helps to build children's confidence and grow positive attitudes towards their learning.

Children benefit from a curriculum which enhances their independence skills. For example, older children can pour their own water and use cutlery to cut up their food. Younger children can wipe their own noses and wash their own hands. This supports children's growing understanding of good personal hygiene skills.

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

- Leaders have built a clear curriculum which focuses on the skills they want children to achieve. Additionally, staff provide activities to implement the curriculum. However, staff are unclear on the specific intent of the learning opportunities they provide. As a result, children's individual next steps are not always fully supported and some children become disengaged.
- Children with special educational needs and/or disabilities make good progress from their starting points. Leaders and staff collaborate with external professionals to support the individual needs of children. Therefore, gaps in learning close quickly and children continue to make good progress.
- Leaders place a high priority on staff's well-being. They ensure staff receive regular supervisions and attend training to support their continuous professional development. However, on some occasions, staff cannot recall the training they have attended and leaders are not always analysing the impact of the training. As a result, there are inconsistencies in the quality of teaching.
- Parent partnerships are a strength of this nursery. Parents have built relationships with their child's key person and they receive regular updates on their child's development. In addition, they receive information on how to support their child's learning. This helps parents to further understand how to support learning at home.
- Staff discuss the importance of building children's communication and language

skills. They introduce key words into all areas of learning. For example, they support children with key words such as 'soft', 'fill' and 'pour' as they scoop the sand with their hands. This helps to extend children's growing vocabulary.

- Children are confident in the environment they explore. Singing and reading are a core part of the curriculum. For example, younger children sit and sing their favourite songs independently while smiling and clapping along. Older children listen carefully at group time to a story which is read by staff with an enthusiastic tone. Consequently, this supports children's early literacy skills.
- Staff promote making healthy choices. Throughout the day, they provide children with a range of nutritious meals. Additionally, at snack time, children have an opportunity to choose which fruit they would like to eat. Staff discuss with the children how fruit is healthy for our bodies. This supports children to understand the importance of healthy lifestyles.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have put robust policies and procedures in place to make sure staff understand how and when to report a concern about a child. Additionally, staff are aware of the steps to follow in regards to an allegation about a member of staff or a member of the management team. Staff receive regular safeguarding training. This helps them to keep up to date with current policies and practice. Leaders have effective recruitment and induction procedures in place to ensure all staff are suitable to work with children. This all 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:

- support staff to identify children's next steps in learning and incorporate these into children's learning experiences to help them build skills cumulatively and coherently over time
- refine systems for monitoring the impact of staff training and consider how staff can share new knowledge with the team to continuously improve practice.

Setting details

Unique reference number	508032
Local authority	Oldham
Inspection number	10295327
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	1 to 4
Total number of places	53
Number of children on roll	34
Name of registered person	Channings Childcare Ltd
Registered person unique reference number	RP901377
Telephone number	0161 622 1165
Date of previous inspection	18 December 2017

Information about this early years setting

Channings Childcare Ltd Werneth registered in 1999. The nursery employs 13 members of childcare staff. Of these, 11 hold recognised qualifications at level 3. The nursery opens term time only from Monday to Friday. Sessions are from 7.15am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Danielle Kelly

Inspection activities

- This was the first routine inspection the nursery 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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- 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 looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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