

# Inspection of Carey Childcare Centre

Carey Baptist Church, Pole Street, Preston PR1 1DX

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Inspection date: 23 April 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 in this nursery experience warmth and love in abundance. Staff interactions with the children provide them with a high level of continuity and stability. As a result, children forge positive relationships with staff. Children develop confidence very well. For example, they are keen to explore and investigate the carefully planned environment, both indoors and outside.

Staff are kind and patient. They make their high expectations clear and are consistent with how they want children to behave. Most staff recognise when children need help to manage their emotions and act swiftly to offer support. For children who find it harder to settle, staff provide loving support. This means children start their day by being sung to gently or cuddled until they feel secure.

All children make progress. This includes children with special educational needs and/or disabilities and those who speak English as an additional language. Children benefit because staff work tirelessly to provide them with a wide range of experiences. These experiences help children gain the skills they need for their future learning. Staff seek more support or funding for children where needed. They work well with other professionals to help close any gaps in children's learning.

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

- Babies babble happily in a room that is cosy, calm and stimulating. Staff chat softly to the babies and positively encourage them to babble and talk. Staff give lots of cuddles and know the babies very well. This helps babies to thrive.
- Children show developing independence. Pre-school children confidently select the resources available to them. They also make choices and decisions about their play, which helps to extend their ideas. Toddlers and pre-school children enjoy supervised access in the well-resourced outdoor area. As a result, they can climb apparatus, pedal wheeled toys and take part in imaginative play. These opportunities help to enhance children's learning within an enclosed safe environment in the heart of a city centre.
- Activities are well planned and staff know exactly what they want children to learn. Staff assess children's understanding as they interact with them. They also think of ways to further embed or extend children's knowledge, which helps to build on children's capabilities. For example, during a shape activity, staff are aware of which children are ready to deepen their knowledge by moving on to different flat and then solid shapes. Staff know that other children need more support with basic shape recognition. Further opportunities are then prepared to help children with their next steps.
- Children's personalities are understood and not stifled. When children display

strong and determined characteristics, staff remain warm and loving but encourage the children to think of others' feelings. This results in children becoming much more cooperative.

- Managers have a clear vision of what they want to improve further and work hard to make their practice better. For example, they provide staff opportunities for ongoing professional development to help them implement an effective curriculum. Following recent training, staff have introduced language development interventions. This has helped children to make rapid progress in their communication.
- Leaders value and recognise staff's strengths and prioritise their well-being. They facilitate reduced hours and flexible working patterns for staff. This has a positive impact on children as staff are heard and energised coming into work. Consequently, children are greeted by happy and enthusiastic staff.
- The parent and staff relationship is strong. Parents state how pleased they are with the service they receive. They are highly complimentary about the care and education provided to their children. Staff use a range of communication methods, such as technology, to have a two-way dialogue with parents. They keep parents up to date with their child's progress and actively encourage parents to support their children's learning at home.
- Healthy lifestyles are promoted within the setting. Children's individual needs are met in terms of dietary requirements. All cultures, intolerances and allergy requirements are provided for. Children are encouraged to be active, both indoors and outside. For example, babies are given time outdoors with bigger children to help their physical mastery and social skills.
- Staff are kind and attentive to all children. However, some staff are not fully aware of children's heritage. This means that children's backgrounds are not always understood and celebrated. Furthermore, children do not hear words they speak at home. This does not enhance their language acquisition within the setting.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## **What does the setting need to do to improve?**

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

- help staff to gain a better understanding of the cultural background of children who attend the setting and use this information to support children who speak English as an additional language.

## Setting details

<b>Unique reference number</b>	EY501813
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10335229
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Carey Childcare Centre
<b>Registered person unique reference number</b>	RP535514
<b>Telephone number</b>	01772 201867
<b>Date of previous inspection</b>	7 June 2018

## Information about this early years setting

Carey Childcare Centre registered in 2016. The centre employs nine members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, five hold level 3 and two hold level 2. The centre opens from 7.45am to 5.45pm, Monday to Friday, all year round. The centre provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Denise Barnes

## 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 staff and has taken that into account in their evaluation of the provider.
- The deputy manager joined the inspector on a learning walk. She talked to the inspector about the curriculum and what the setting want the children to learn.
- The managers showed the inspector relevant documentation during the inspection.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to children to find out about their time at the setting.
- The inspector spoke to some parents during the inspection and others provided the inspector written feedback.

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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