

Inspection of Clover Leaf Childcare Limited

Langley Children's Centre, Windermere Road, Manchester M24 4LA

Inspection date: 1 July 2024

Overall effectiveness	Inadequate
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The quality of education	Inadequate
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Behaviour and attitudes	Inadequate
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Personal development	Inadequate
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Leadership and management	Inadequate
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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 inadequate

The provider has not made sure that the setting's safeguarding policy and procedures are clearly understood and followed to keep children adequately protected from harm. The provider has not ensured that leaders know how to manage allegations made against staff or that staff can identify all the signs and symptoms that may mean a child is at risk of abuse or neglect. Furthermore, when staff raise concerns about children's well-being, they are not recorded appropriately or acted on in a timely manner. Children's safety and well-being are compromised.

The provider has not ensured that there is a clear understanding and consistent implementation of the qualification requirements. Therefore, babies are cared for by staff who are unqualified and have not received the necessary training to enable them to fulfil their roles. Staff deployment is poor. For example, supervision of children is not always good enough to ensure their safety.

The daily routine for older children is not embedded. The curriculum is not sufficiently challenging to ensure that children, including those with special educational needs and/or disabilities (SEND) become engaged in play and learning. As a result of the weaknesses in the routine and the curriculum, children are bored and their behaviour becomes disruptive. Staff do not possess the skills they need to be able to support children to regulate their behaviour. Therefore, the environment becomes chaotic. This impacts on children's personal, social and emotional development.

The routine to support babies' learning is more established. Babies spend some of their time benefiting from the learning opportunities provided to them, such as joining in with songs and rhymes. This helps them to begin to understand how language works.

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

- The nursery has undergone many changes to staffing in the last six months. The provider has not ensured that they have had sufficient oversight of the new staff team. This means that staff do not have the necessary knowledge and skills to be able to fulfil their roles. The setting is unable to adequately safeguard children in line with the local safeguarding procedures. Children's safety is not assured.
- The instability in staffing has had an impact on the children's personal, social and emotional development. This is because they have been unable to form settled relationships with staff. Despite all children having a named key person, staff do not know who their key children are. As such, they do not know enough about the children they are caring for to support their learning and development

effectively.

- A new daily routine has been implemented. However, this is not yet embedded. This means children do not benefit from a consistent routine that facilitates them enjoying fresh air and physical activity in the outdoor environment.
- The provider has not made sure staff consistently support children in managing their feelings and behaviours. Staff do not have the skills and knowledge required to manage some situations. When children hurt others, some staff intervene to try to stop the behaviour, but they do not teach children how to develop care and empathy. At other times, staff ignore negative behaviour. This means that children do not know what to expect. Children become unsettled and frustrated. This negatively affects children's development of self-confidence and self-esteem.
- The provider has not fully considered how to plan the curriculum to ensure that all children make good progress. The curriculum aims are narrow and are not sequenced to ensure that children build on what they know and can do. However, staff plan some relevant activities for children, such as learning about toothbrushing and visits to the dentist. Children enjoy these activities and gain some knowledge about the world around them.
- The arrangements in place to support children with SEND are not sufficient to ensure children's needs are met. This is due to poor early identification of need and weak systems to seek external support for children. Additionally, staff are not deployed well enough to ensure all children, including those with SEND, have their individual needs met and access appropriate learning opportunities. Too often children with SEND are disengaged and spend time wandering the environment on their own.
- Staff do not always provide children with consistent guidance about how to develop good hygiene routines. For example, at times they do not remind them to wash their hands after using the toilet or before sitting down to meals.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
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ensure all staff understand the safeguarding policy and procedures and have up-to-date knowledge of safeguarding issues to enable them to identify, manage and respond to concerns in a timely way	22/07/2024
ensure that the key-person system is effective to meet the individual care needs of key children and to build a positive relationship with parents	22/07/2024
support staff to develop strategies to help them manage children's behaviour in an appropriate manner and support children's development of self-regulation skills	22/07/2024
provide staff with training, support and coaching to enable them to support children with SEND effectively	22/07/2024
provide staff, including managers, with the training, support and coaching they need to meet their roles and responsibilities, to support children's learning, development, safety and well-being	22/07/2024
ensure that staffing arrangements meet minimum requirements, and that the deployment of staff meets the needs of all children and provides adequate supervision to ensure their safety.	22/07/2024

To meet the requirements of the early years foundation stage, the provider must:

	Due date
design and implement a broad curriculum that builds on what children already know and can do, and what they need to learn next	22/07/2024

ensure that progress check at two years highlights areas where additional support may be required and focus particularly on any areas where there is a concern that a child may have a developmental delay.	22/07/2024
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To further improve the quality of the early years provision, the provider should:

- improve the support for children to develop and manage their own basic hygiene and personal needs.

Setting details

Unique reference number	EY492117
Local authority	Rochdale
Inspection number	10354619
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	31
Number of children on roll	55
Name of registered person	Clover Leaf Childcare Limited
Registered person unique reference number	RP534799
Telephone number	01616539526
Date of previous inspection	24 January 2020

Information about this early years setting

Clover Leaf Childcare Limited registered in 2015 and is located in Middleton. The nursery is open Monday to Friday from 7.30am to 6pm, all year round, except for bank holidays. The nursery employs 10 members of childcare staff. Of these, one holds an appropriate childcare qualifications at level 6, one holds level 5 and seven hold level 3. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lois Hulley

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and children.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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