

# Inspection of Clover Leaf Childcare Limited

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

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Inspection date: 14 October 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	Inadequate
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## **What is it like to attend this early years setting?**

### **The provision is good**

The setting is clean, safe and secure. The provider has worked diligently with staff to address the actions raised at the previous inspection. Staff receive lots of training and are supported through regular supervision and coaching. As a result, they are much more confident in implementing the policies and procedures of the setting and in delivering the intended curriculum. All children, including those who are funded, disadvantaged, or who have special educational needs and/or disabilities, make the progress they are capable of.

Staff go to great lengths to ensure that children are ready to begin their journey at the setting. Individualised settling-in sessions are used well to ensure that children's care and educational needs are met. This includes parents sharing a wealth of information with staff from the outset. As a result, all children form strong and trusting attachments to their key people. Additionally, children demonstrate high levels of self-confidence and self-esteem. For example, older children confidently approach visitors and are eager to share their experiences at the setting. Younger children hand toys to visitors from the comfort and safety of a familiar adult's lap.

Staff have high expectations for children's behaviour. They implement effective strategies that support children to be able to understand their own and others' feelings and emotions. Children are kind, considerate and have good manners.

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

- Children benefit from having good quality back-and-forth conversations with staff. Staff provide a narrative as they play with toddlers and repeat familiar words and sounds. Staff introduce more complex words as they play and interact with older children. For example, when mixing ingredients to make a 'potion', staff explain how the ingredients 'react' and make the mixture 'fizz'. Children are confident communicators.
- Assessment arrangements, including completing the progress check at age two, are in place and used well by staff. These help staff to quickly identify any children who may be at risk of falling behind or who may require additional support. This further supports children's progress and readiness for the next stage in their learning.
- In the main, daily routines are carried out in a way that helps children extend their independence and self-help skills. For example, toddlers have a go at feeding themselves and using a cup for the first time. Older children serve themselves food and have a go at putting on and removing their coats. However, there are times when routines are rushed or implemented too rigidly. This means that children do not have time to revisit or consolidate aspects of their learning,

or, therefore, further extend their skills

- Staff weave mathematical concepts through children's play. For example, staff model mathematical language such as 'full' and 'empty' as children fill containers with water. Staff introduce numbers and encourage children to predict how many scoops it will take to fill them. This supports children's developing mathematical skills.
- Children have ample opportunities to play outside and be physically active, and staff help children to understand the importance of maintaining good oral health. These support children's understanding of leading a healthy lifestyle.
- Staff recognise that some children are struggling to share, take turns and form friendships. Therefore, they have adapted their curriculum to support this. For example, they implement targeted activities designed to build on children's growing communication and social skills. Additionally, staff remind children of the setting's simple rules, for example using 'kind hands'. This helps children to understand how their actions affect others and supports them to develop positive relationships with their peers and the staff.
- Recent training to help staff further support children's behaviour, communication, language and social skills is implemented well across the team. As a result, this is making a difference in the progress children make in these areas. Staff report they feel supported by leaders and that they are happy in their work. However, the feedback staff receive is not yet incisive enough to help them develop all areas of their educational practice and, in turn, deliver all aspects of the curriculum to leaders' high expectations.
- Staff support children's literacy skills well. Staff actively encourage parents to join the on-site library facilities. When reading to younger children, staff encourage them to point to pictures and to say the corresponding word. Staff enthusiastically read stories to older children and challenge them to predict what might happen next. As a result, children are supported to develop a love of books and reading.

## 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:**

- ensure that routine times of the day are carried out in a way that provides consistent opportunities for children to extend their current learning and skills
- provide staff with incisive feedback on the quality of their education practice, so they are better equipped to deliver all aspects of the intended curriculum to

leaders' high expectations.

## Setting details

<b>Unique reference number</b>	EY492117
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	10363266
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	31
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Clover Leaf Childcare Limited
<b>Registered person unique reference number</b>	RP534799
<b>Telephone number</b>	01616539526
<b>Date of previous inspection</b>	1 July 2024

## Information about this early years setting

Clover Leaf Childcare Limited registered in 2015 and is located in Middleton. The nursery is open from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am to 6pm. The nursery employs nine members of childcare staff. Of these, one holds an appropriate childcare qualification at level 6, one holds level 5 and six hold level 3. The setting provides funded childcare and early education for children aged from nine months to four years.

## Information about this inspection

### Inspector

Donna Birch

## Inspection activities

- The manager and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The manager took part in a joint observation with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The staff and the children spoke to the inspector throughout the inspection.
- The inspector spoke to several parents and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the setting.

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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