

# Educare For Early Years (Radcliffe)

Mill Bank, Radcliffe, Manchester, M26 1AJ



<b>Inspection date</b>	22 August 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The key-person system is highly effective. Staff form secure and trusting bonds with children and their families. They use information from parents and others involved in children's learning and care extremely well, to ensure their educational and emotional needs are met.
- Staff observe children and make regular and precise assessments of their progress. They use information from these to plan a wide range of exciting and fun activities that helps children meet the next steps in their learning.
- Staff are excellent role models. They encourage children to be kind and courteous with each other. Children clearly demonstrate their understanding of expected behaviour. They share, take turns and have good manners. Staff provide constant praise for their efforts. This gives children a real sense of achievement.
- Staff promote children to lead a healthy lifestyle. They are encouraged to eat healthily, play outdoors and take care of their own personal hygiene.
- Self-evaluation and reflective practice is used well to make meaningful changes to the provision.

### It is not yet outstanding because:

- At times, some staff miss opportunities during group activities to ensure all children have equal opportunity to contribute and participate fully.
- Although, overall, supervisions support staff to maintain their professional development, the manager does not yet provide them with individual and incisive feedback about their teaching, in order to raise this to the highest possible levels.

## What the setting needs to do to improve further

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

- provide better support to children who display less confidence, so they are encouraged to make more purposeful contributions to group activities
- provide even more incisive and individual feedback on staff's teaching and performance to drive the already good standards of teaching even higher.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector spoke to the staff and children throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and the area manager. She looked at relevant documents and checked evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents and took account of their views.

### Inspector

Donna Birch

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure understanding of what to do if they are concerned about the safety or welfare of a child and who they need to make any referrals to. The setting is safe and secure and recruitment procedures are robust. The dedicated management team regularly seeks the views of children and parents to set priorities for improvement. They have a passion to maintain high-quality provision. Staff are encouraged to attend courses to maintain their professional development. The manager and staff closely monitor the progress made by individual children and act quickly to address any gaps in learning. For example, they have extended resources and implemented activities, to successfully raise the progress made by children in mathematics. Funding is used effectively to maximise individual potential and raise outcomes for all children.

### Quality of teaching, learning and assessment is good

Staff are well qualified and experienced. Overall, they interact positively with children and enjoy taking part in their play. Children enjoy sharing their thoughts and ideas with staff and have active imaginations. They confidently use available resources, such as small world toys and natural items, to facilitate their play. For instance, they bury and then search for items in the sand and make potions using water and flowers. Staff engage in meaningful conversations with children, they listen carefully and allow them time to think and respond. Older children develop their literacy skills and learn about their emotions as they read books and talk about going to 'big school'. They demonstrate their understanding of phonic sounds as they excitedly point out items that sound the same, such as snake and rake. Staff encourage babies to explore using all of their senses. For example, they explore and investigate a wealth of natural and open-ended resources.

### Personal development, behaviour and welfare are good

Staff help children to develop their independence, understand how to keep themselves safe and build on their social skills. For example, children are asked to be monitors and take responsibility for daily tasks, such as serving food, tidying up and making sure the rooms are safe. The warm and welcoming learning environment is organised to help children make independent choices in their play. Children enjoy lots of different activities that help them to develop their physical skills. For example, during a 'baby moves' class they explore everyday items, scale equipment safely and negotiate obstacles. Children have many opportunities to access the well-resourced outdoor area and learn about the living world. They grow their own plants, vegetables and herbs.

### Outcomes for children are good

Children are working comfortably within the expected development ranges for their ages. They are making good progress from their individual starting points. Children cooperate with routines, follow instructions and demonstrate a growing awareness of mathematical concepts. They are developing many of the key skills, which help to prepare them for their future learning and school.

## Setting details

<b>Unique reference number</b>	EY490430
<b>Local authority</b>	Bury
<b>Inspection number</b>	1016765
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	100
<b>Number of children on roll</b>	119
<b>Name of registered person</b>	Educare For Early Years Limited
<b>Registered person unique reference number</b>	RP534673
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01617249055

Educare for Early Years (Radcliffe) was originally registered in 2005. It was re-registered in 2015 after the providers changed to limited company status. The setting employs 25 members of childcare staff. Of these, 23 hold appropriate early years qualifications at level 2 or above. 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.

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