

# Inspection of Grow Happy Childcare

Unit 1 Rayners House, Bridge Street, Stalybridge, Cheshire SK15 1PF

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Inspection date: 10 July 2023

<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

Children arrive happy at this inviting nursery and do not want to leave at the end of their day. Staff help children to settle quickly and are always on hand to provide comfort and a cuddle. This helps children feel safe. Young children show excitement in their learning. They squeal in delight as they squeeze pretend frogspawn between their fingers while learning about the life cycle of frogs. Children confidently tell staff that tadpoles become frogs, demonstrating that they have retained knowledge from prior teaching. At other times, children sing songs that help them learn simple mathematical concepts, such as less and more, and to subtract numbers one at a time. This helps children to develop an understanding of number in different contexts.

Older children show their sense of responsibility. They help to tidy up after play and wash their hands before snack. Children concentrate and listen well during story times, joining in at appropriate times. Disagreements are infrequent, and when they do occur, staff skilfully intervene. Children independently apologise to their friends and quickly move on. Children show their ability to wait and take turns as they participate in party games. They show their emotional maturity as they congratulate their friends, irrespective of who wins. Staff teach children about their local community during various trips. The local park is a highlight as staff help children learn to use the play equipment and take managed risks. Children are well supervised by staff as they feel safe to run through the fountains on hot days and have the freedom to explore.

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

- Leaders have taken on board the findings of the previous inspection and risen to the challenge to improve standards at the nursery. Their renewed motivation and drive have successfully improved the quality of care and education to a good standard. There is a united sense of purpose across the whole staff team to continue this progress long-term.
- Key-person arrangements are now a strength. Staff find out a significant amount of information about children's interests and knowledge from parents. They do this both before children start at the setting and on an ongoing basis as children's interests develop. Parents know who their child's key person is and understand what their children are learning. The nursery provides parents with information on how to extend learning at home. This has a positive impact on the progress children make.
- Staff use information from parents, and their own accurate assessments, to assess children's level of development from when they start. Staff plan learning activities based on children's prior knowledge and interests. This contributes to a precise curriculum that helps children develop their individual skills. Children are

making good progress, and gaps in attainment are closing rapidly.

- Leaders have an accurate evaluation of the setting's strengths and areas for improvement. They know that the educational support for children's social and emotional development is being delivered well. However, strengthening the consistent quality of staff practice rightly continues to be a focus.
- Training and support for staff practice, to raise standards to an even higher level, are required. For example, on some occasions, staff limit children's opportunities to be independent at mealtimes. Additionally, on some limited occasions, staff do not always model speech well to children. This means that children receive slightly different experiences in developing their early speech and being able to meet their own care needs.
- Staff are now deployed effectively. Key staff work closely with their key children most of the time, with an effective buddy system in place in their absence. This ensures that the needs of children are met.
- Staff ensure that hygiene practices are well embedded, which limits the risk of cross-infection. Handwashing takes place as required, and children can explain why this is important. Children talk enthusiastically about the foods they know to be healthy and why toothbrushing is important. This helps to assure children's good health and is evidence of what children have learned from staff's teaching.
- Staff skilfully support children's behaviour and help them learn how to share, take turns and treat each other kindly. Staff use consistent strategies throughout the nursery, meaning that children have clear boundaries and expectations. Coupled with the strengthened curriculum, children are actively and productively engaged in their learning.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders have revised the safeguarding policy and ensured that staff have revisited training. Staff now understand the procedures to follow in the event of an allegation against a colleague. Staff also know what to do should they feel allegations are not being dealt with by leaders. The whole staff team has a strong understanding of potential indicators of abuse or neglect and the action to take to keep children safe. Leaders have worked with staff to ensure that everyone takes responsibility for the safety and suitability of the premises. Daily risk assessment checks are completed, and these are reviewed by the leadership team. As a result, both the indoor and outdoor environments are safe.

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

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

- strengthen arrangements for staff training and development so that the quality of education is consistently high.

## Setting details

<b>Unique reference number</b>	EY458831
<b>Local authority</b>	Tameside
<b>Inspection number</b>	10282767
<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 11
<b>Total number of places</b>	64
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Dee Mac Childcare Limited
<b>Registered person unique reference number</b>	RP531724
<b>Telephone number</b>	01613387895
<b>Date of previous inspection</b>	21 February 2023

## Information about this early years setting

Grow Happy Childcare registered in 2013. The nursery employs 10 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, six staff hold a level 3 qualification and three hold level 2. The nursery opens Monday to Friday, all year round. Nursery and holiday club sessions are from 7am until 6pm. Out-of-school club sessions are from 7am until 9am and 3.15pm until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Richard Sutcliffe

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 manager and the inspector carried out a joint observation of a group activity.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Parents shared their views of the setting with the inspector.

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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