

Inspection of Innisfree Child Care Limited

1 & 2 Park House, Langroyd Road, Colne, Lancashire BB8 9EN

Inspection date: 19 June 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Since the last inspection the provider has not ensured that the arrangements for supervisions and monitoring staff is consistent. Consequently, staff do not have regular opportunities to improve their effectiveness and meet the needs of all children. Although there is a key person system in place, not all staff understand the purpose of the role. Therefore, at times of transition, the key information for some children is not shared. Furthermore, although there are vetting procedures in place, these are not followed consistently. This does not have a significant impact on children. For example, all staff have a disclosure and barring check. The provider has failed to notify Ofsted about changes to the registration. However, she has since taken action to rectify this. This has not had a significant impact on the children's safety, well-being or learning and development.

Children are warmly greeted by the manager and staff on their arrival. Settling-in procedures are effective and new children develop secure attachments with their key person. This helps children's emotional development. Staff work closely with parents to identify children's starting points and gather information about children's interests and what they can already do. They use this information well to plan an effective curriculum. Staff are positive role models. They speak to each other with respect and they ask children before they change nappies. Children are energetic and keen to learn. Staff provide children with a range of opportunities to develop independence skills. Older children pour their drinks at lunchtime, younger children are encouraged and supported to wipe their noses. This promotes their ability to develop strong self-help skills, ready for their future move to school.

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

- Supervision and monitoring arrangements are not always effective in helping staff improve their skills. This results in the provider not providing individual development opportunities and guidance for the manager and the staff. Consequently, the manager and the staff are unclear on how to raise the quality of their practice, improve their skills and promote the interests of children.
- Key persons plan the curriculum based on children's interests and individual learning needs. However, on some occasions important information of children's individual needs is not always shared. This means that children who move rooms or have a change in key person lack consistency in their learning. Care is not always tailored to meet children's needs.
- The provider has some recruitment procedures in place, such as disclosure and barring checks for all staff. However, the setting's internal recruitment procedures are not always followed. For example, leaders do not consistently gather robust and concise information for all staff. Staff complete an annual suitability declaration which helps to ensure that they continue to be suitable to

work with children.

- Staff encourage children to count in activities and begin to make simple calculations. Children excitedly count the number of worms they have made with dough and compare the lengths. Children call out which one is the longest and shortest demonstrating their mathematical knowledge. This supports children to develop an understanding of mathematical concepts whilst they play.
- Staff build on children's language development. When talking about fruit, children exclaim that lemons are 'sour'. Books and pictures are also used to encourage children to talk together and use their new vocabulary. This helps children to become effective communicators.
- Staff provide books, posters, dolls, materials and songs to help children to learn about different festivals, languages and lifestyles. Children learn about the different cultures and languages represented in the nursery. These resources and practices reflect the children in the nursery.
- Staff provide children with a range of opportunities to develop their physical skills. They have regular access to the local forest school and outdoor space. They use these opportunities to run, climb, kick balls and use ride-along toys. They manage their coordination as they climb up and down the equipment, take appropriate risks and navigate around obstacles as they run. These opportunities help to contribute towards children's health as well as developing an understanding of their community and the environment.
- Staff support children to resolve minor conflicts and share resources. Staff use these methods consistently and consequently, children learn to cooperate and work well as a team. Children behave well and develop good friendships. They roll balls down a slope and work together to carry a bucket and collect the balls. Because of this support from staff, children learn how to work together and manage their emotions and behaviour effectively.
- Parents speak highly of the nursery and the support they receive from the friendly staff and manager. They describe it as a welcoming, 'home-from-home' nursery. They comment on how well their children have settled and the care given by their child's key person.
- Staff work well with other professionals to provide appropriate support and continuity in learning for children with special educational needs and/or disabilities. They use additional funding successfully to support individual children's developmental needs. Staff quickly and accurately identify gaps in children's learning and put support in place quickly. This means children consistently make progress across all areas of development.

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

	Due date
implement stringent arrangements for the supervision and monitoring of all staff, including the manager, so that they are supported and coached to improve outcomes for children	19/09/2024
ensure that the key-person system provides tailored care to meet children's individual needs, particularly when children's key persons change	19/09/2024
ensure vetting arrangements and records for the recruitment and ongoing suitability of all staff is consistently robust.	19/09/2024

Setting details

Unique reference number	309345
Local authority	Lancashire
Inspection number	10346950
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	62
Number of children on roll	74
Name of registered person	Innisfree Child Care Limited
Registered person unique reference number	RP907184
Telephone number	01282 861355
Date of previous inspection	31 August 2018

Information about this early years setting

Innisfree Child Care Limited registered in 1992. The nursery employs 16 members of childcare staff. Of these, 14 hold appropriate early years qualifications to at least level 2, including one member who holds a qualification at level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Barrow

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what she wants the children to learn.
- Children spoke to the inspector during the inspection. Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager carried out joint observations with the inspector. They looked at how well staff teach children what they want them to learn.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector a sample of documents. This included evidence of staff's suitability, employment records and training.

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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