

Inspection of Pathways Childcare

Pathways Childcare Centre, Lid Lane, Cheadle, Stoke-on-Trent, Staffordshire ST10 1QA

Inspection date: 17 January 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children receive a warm welcome on arrival. They benefit from a wealth of choice in their environment to guide their own learning. For example, children develop their imaginations as they pretend to read their doll a story. Staff use children's interests to positively contribute towards the experiences they receive. For example, when children show curiosity about the food they eat, staff plan opportunities to introduce new food. This helps children to develop positive relationships with food.

Children develop good self-help skills. For example, they wash their own hands using warm water. Older children know this will remove the germs. Children behave well. For instance, older children learn to queue behind their peers when waiting to use the sink. This helps to promote respect for others. Babies exercise their physical skills as they move freely around their environment. They engage in sensory activities, such as 'porridge play' where they explore the porridge with a spoon. This helps babies to develop confidence in their physical skills to later feed themselves.

Children feel safe and secure enough to participate in group activities, such as the morning group time. They develop good self-esteem as they fully immerse themselves into the songs they enjoy. Staff celebrate children's achievements and contributions. For example, when children with limited language ask for a paper towel, staff highly praise them.

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

- Staff know children extremely well, including children with special educational needs and/or disabilities. They use observations and assessments to identify children's needs and plan next steps which focus on developmental gaps. For example, staff invite visitors into the setting, such as sports teachers, to help enhance children's physical skills and mental health. This helps children to make secure progress in their learning.
- Children settle well. For example, younger children develop a sense of belonging as they see their family photos on display. Older children draw the important people in their lives to create a 'family forest display'. As a group, they discuss their families to develop a positive view of culture and diversity.
- Children benefit from positive interactions with staff to support their emotions. For example, children take part in a 'mini mindfulness group' where they focus on their breathing and listening skills. Staff quickly identify when children start to become frustrated and they offer them a 'soft toy' to hug. This helps children to regulate their emotions and understand how others feel.
- Communication is weaved throughout the curriculum. For example, older

children explore the sounds the 'crunchy grass' makes. They move around the frozen garden in a variety of ways, pretending to be on a bear hunt. Staff ask children questions to find out what they know. They introduce new words to children to extend their vocabulary. However, at times, staff use words, such as 'doggy' and 'shush' instead of the correct words or alternative phrases to reinforce children's vocabulary growth.

- Children's key persons work well in partnership with other professionals to support children's transitions to school. For example, they organise opportunities for teachers to meet the children and for children to attend events at their school. This helps to promote children's confidence ready for the next stage of their learning. Furthermore, staff ensure teachers receive information about children's progress so they know what children currently know and can do.
- Children's outcomes are enhanced because staff work closely with parents. For example, parents regularly receive information about children's learning. Staff share resources, such as cookbooks, with parents to further guide their children's learning at home. However, some of the information shared with parents on the setting's website is not always clear or accurate. This does not help parents to fully understand how the setting is organised.
- Staff greatly benefit from regular meetings to share knowledge and future objectives for teaching and learning. The manager works across both buildings to support staff supervisions and conduct peer observations. This helps her to monitor the quality of practice and effectively prioritise training.
- Staff pride themselves in how well the setting did through the COVID-19 pandemic to ensure all children in the community received their education entitlement. The headteacher at the host-school highlights the importance of the service that the setting provides for the community, especially during the pandemic.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a secure knowledge of child protection. They understand the correct procedures to follow should they have concerns about a child's welfare. Staff are confident to whistle-blow should they have concerns about another member of staff. They conduct daily risk assessments indoors and outdoors, and respond appropriately to protect children. For example, they teach children about the dangers of ice and how it can be slippery. This helps to keep children safe during play. Staff attend additional training to enhance their knowledge of safeguarding, such as 'safer sleep training'. They share their knowledge during staff meetings to strengthen policies and procedures, to ensure everyone is aware of their role and responsibilities to safeguard children.

What does the setting need to do to improve?

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

- improve teaching techniques to ensure children continuously hear effective communication and vocabulary to further develop their language skills
- review and enhance the information shared with parents to ensure it is clear and accurate.

Setting details

Unique reference number	218468
Local authority	Staffordshire
Inspection number	10263099
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 10
Total number of places	39
Number of children on roll	65
Name of registered person	Pathways Childcare Centre Committee
Registered person unique reference number	RP525421
Telephone number	01538756860
Date of previous inspection	20 April 2017

Information about this early years setting

Pathways Childcare registered in 1996 and is managed by a non-profit unincorporated voluntary association. The Nursery Room is housed in the upper floors of the School House, Lid Lane, Cheadle and the Pre-School Room within the school building of Bishop Rawle C.E.(A) School. The setting employs 11 members of childcare staff. Of these, nine hold appropriate qualifications at level 3 and above. The setting opens from Monday to Friday, all year round. Sessions are from 7am until 5.30pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Mikaela Stallard

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 provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection. The views of parents were considered by the inspector, through verbal discussions and telephone conversations.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with children, outdoor risk assessments and accident forms.

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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