

Pathways Childcare

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



Inspection date

20 April 2017

Previous inspection date

25 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 management team regularly seeks the views of parents, children, staff and the local authority advisors, including those who support children who have special educational needs and/or disabilities. This helps them to reflect on their practice and to develop plans to improve the quality of the setting so that all children make good progress.
- The management team analyses and reflects on the progress of individual and specific groups of children, helping staff to plan a learning environment that supports children to strengthen and deepen their skills across all areas of their learning.
- Staff are positive role models for the children. They encourage conversations, speak clearly and listen attentively to what children say, helping children to become confident to speak to others.
- Each key person demonstrates sensitivity and warmth towards the children. This helps children to feel relaxed and safe and to engage in new experiences.

It is not yet outstanding because:

- Staff do not use the information they gather from observing children as effectively as possible to support children to make more rapid progress in their learning.
- There are not enough opportunities for children to gain a greater awareness of how they differ from, or are similar to, other people.

What the setting needs to do to improve further

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

- make full use of the accurate next steps in children's learning already identified by their key person to guide planning even more precisely and support children's learning even further
- provide children with more opportunities to build on their respect for, and understanding of, the similarities and differences between themselves and others in the wider community.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector evaluated staff's assessment of children's progress and how they plan for children's next steps in their learning.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as children's records and evidence of the suitability of staff working at the setting.
- The inspector took account of the views of parents and children spoken to on the day and from information included in the setting's own parent survey.

Inspector

Linda Yates

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. There is a comprehensive, up to date safeguarding policy. Staff are aware of the procedure they must follow if they have any concerns about a child. They have regular individual support meetings to discuss any concerns, their strengths and any development opportunities. Staff monitor each other's performance through frequent peer reviews to make sure that their teaching skills are consistently good. The manager attends the local authority partnership meetings to share good practice and keep up to date with early year's developments.

Quality of teaching, learning and assessment is good

Staff provide a wide range of activities that captures children's interests and inspires creativity. For example, older children use a range of resources to create their own pictures on their individual boards. Children are encouraged to lead their own play. For example, children are fascinated by pretend jewels and spend a long time handling them and putting them in containers. During such activities, staff talk to children and ask them questions to extend their thinking and vocabulary. They encourage older children to identify the initial sound in their names. Staff support children well so that they develop the skills they need in readiness for school.

Personal development, behaviour and welfare are good

Children are encouraged to make decisions together. They take it in turns to place a token on a card with their choice of drink at snack time. Once finished, staff count the tokens together with the children, promoting their numeracy skills. The outdoor environment offers children good opportunities to take manageable risks in their play. For example, they climb up the vertical steps and zoom down the slide and use the pedal and sit-on toys. Meals and snacks provided for the children are nutritious and well balanced. Staff encourage children to develop their independence. Children serve their own food and pour their own drinks at mealtimes.

Outcomes for children are good

All children make good progress. Babies are engrossed as they explore a selection of natural and everyday items under close supervision. They use their hands and mouths to investigate as they learn about weight, size, shape and texture. Toddlers concentrate as they roll, poke and shape their scented dough creations. Older children have good opportunities to engage in imaginative role play. For example, they mix mud in pans with a wooden spoon as they talk about making their own cake. Children are motivated learners, explore their own ideas and select and use toys and resources independently.

Setting details

Unique reference number	218468
Local authority	Staffordshire
Inspection number	1087657
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 9
Total number of places	35
Number of children on roll	58
Name of registered person	Pathways Childcare Centre Committee
Registered person unique reference number	RP525421
Date of previous inspection	25 March 2014
Telephone number	01538756860

Pathways Childcare was registered in 1996 and is managed by a non-profit unincorporated voluntary association. The setting employs six members of childcare staff. Of these, all hold appropriate qualifications at level 3. The setting opens from Monday to Friday all year round. Sessions are from 7am until 5.30pm. Older children attend the before- and after-school provision and holiday play scheme offered by the setting, as required. The setting provides funded early education for two-, three- and four-year-old children.

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