

Kids Allowed Cheadle Royal

Inspection report for early years provision

Unique reference number	EY309009
Inspection date	30/03/2009
Inspector	Lynda, Margaret Ronan
Setting address	Highfield, Cheadle Royal Business Park, Cheadle, Cheshire, SK8 3GY
Telephone number	0161 428 9634
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Kids Allowed Nursery (Cheadle Royal) is one of five registered facilities provided by Kids Allowed Limited. The nursery opened in 2005 and operates from eleven rooms in a two storey purpose-built building. All children share access to secure enclosed outdoor play areas. The nursery is situated in an area of commercial buildings adjacent to the A34. The building is fully accessible to persons with a disability. Children attend from a wide catchment area.

The nursery, crèche and out of school provision is registered to provide care for a maximum of 161 children at any one time (Early Years Register) and a maximum of 48 children at anyone time (Compulsory Childcare Register). The facility is open each weekday from 07.30 to 18.30 throughout the year.

There are currently 287 children aged from birth to under twelve years in total on all registers. Of these 70 children receive funding for nursery education.

The nursery employs 66 staff who work directly with the children as well as 6 auxiliary staff and contract cleaners. Of the staff who work directly with children 49 including the manager hold appropriate early years qualifications. Ten staff are working towards a qualification. The nursery employs a qualified teacher.

The nursery currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Excellent emphasis on providing for the unique needs of each individual child ensures that all children thrive, progress and are fully included. Their welfare needs are promoted extremely well as the well qualified and knowledgeable staff develop very positive relationships with the children, care for them in a safe environment, supervise them well, and promote their health and well-being particularly effectively. The very strong partnerships with parents and other agencies ensure that children receive the support they need which helps them to make good progress in their learning and development. The setting has robust systems in place to assess the quality of the service they provide and to plan and continually improve the provision.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending planing to include: all areas of learning in the outdoor environment, and activities that support children to form positive images of disability.

The leadership and management of the early years provision

The established staff team work well together to ensure that children receive outstanding care. They are fully aware of their roles and responsibilities and consistently follow highly effective policies and procedures in their day-to-day work with the children, ensuring that each day runs smoothly. The nursery has very effective procedures in place to ensure that all staff caring for the children are suitable. A staff training matrix and an exemplary commitment to staff development ensures staff are confident, capable of and committed to delivering high quality care. The documentation which supports the care of the children is of good quality and is very well maintained. The staff supervise the children very well to keep them safe. In addition clear risk assessments and daily hazard checks are in use; risk assessments for outings are in place but are not always reviewed prior to each outing.

The staff and the nursery special educational needs co-ordinator work exceptionally well in partnership with parents and carers to ensure that children receive care which meets children's needs and takes account of parents' views. Parents have access to a wealth of clear, well written information about how the nursery is organised and the educational provision. Parents also attend open evenings and parents' forums where they are invited to inform the self evaluation of the setting and future developments. Parents, for example, have influenced the timing of lunches to better suit the needs of children and parents. The welcoming environment and positive relationships between the staff and parents allows for plenty of informal discussion each day. This ensures that parents are well informed about what children have been doing and the progress they make. In addition the nursery staff work alongside other professionals, such as speech therapists, to offer children individualised support and ensure that their specific needs are met well. These positive partnerships make a strong contribution to children's progress and well-being, and ensure that children are fully included in the life of the nursery.

The nursery has well established and highly effective systems in place to ensure the continued development of the provision for the benefit of the children. The staff regularly assesses the strengths of the setting and areas for improvement, and make detailed plans to implement changes. For example, the permanent employment of additional qualified supernumerary staff ensures children's needs will be met by known adults, when staff are absent through holidays or illness and ensures the consistent high quality care. By taking a positive approach to developing the quality of the service offered the setting demonstrates an outstanding capacity for continued improvement.

The quality and standards of the early years provision

The children and staff are energetic and enthusiastic about the exciting range of play activities and opportunities to learn; children therefore make good progress in their learning. The play rooms are well organised to encourage the children to

make independent choices about their play and allow them to reach a good range of age appropriate toys and resources. In the baby room, for example, the youngest children can use all of their senses to explore a range of objects made from natural materials and enjoy painting eggs for Easter. 'Woddlers' and 'toddlers' thoroughly enjoy exploring wet sponges and breakfast cereals in the messy play areas. Older children construct a large fireman's pole from floor to ceiling in the role play area as they further develop ideas they have explored about people who help us and the fire service. Children attending the out of school provision benefit from a wide variety of trips and innovative activities, such as producing stress balloons and using red cabbage water as an indicator to identify acid and alkali substances. The children throughout the nursery benefit from some time in the relaxing environment of the sensory room, the well equipped library and spacious sports hall.

As they play the staff interact well with the children to encourage their thinking and learning. Babies are encouraged to communicate, for example, a member of staff holds a baby close to her face and baby and adult mirror each others expressions before both dissolve in giggles. Toddlers and staff share books and sing whilst pre-school children and staff discuss the merits of a tower they are constructing and what is needed to achieve the new plan of making a space ship.

During play the staff observe what the children do and use this information to assess and plan for their future progress. A well established system ensures parents too are actively involved in the observation and assessment processes for their child. Staff are able to effectively encourage the children during play at a level appropriate to their stage of learning and development. However, the written plans do not yet regularly include a range of activities out of doors which does not fully support children's different learning styles.

Children's welfare is exceptionally well promoted. The children are provided with healthy and nutritious meals and snacks which benefit their health. Children's individual dietary needs are accommodated well. All children are encouraged to exercise rigorously on a daily basis either in the designated play areas or through activities such as football coaching in the sports hall. Children learn to become responsible for their own well-being; 'woddlers' are given the time and support to begin to dress themselves whilst pre-school children look at germs on their hands using a special light and paint pictures of germs for the bathroom to remind themselves of the importance of washing hands. Children's behaviour is exemplary, they follow the excellent example of the staff in showing respect to each other and are very aware of the 'golden rules' of nursery, clear boundaries allow the children the freedom to play and learn in a secure environment. The toys, books and resources reflect the children's own family backgrounds as well as others, helping them to feel welcome and become aware of diversity. In addition the children take part in celebrating festivals which reflect their own cultural beliefs, and help them to become aware of cultural differences. They are not supported through planned activities to understand disability.

Children are very settled and happy in the nursery, they run through the door, offer staff 'high fives' and hugs and develop a good range of skills to benefit their future well-being.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet Early Years Foundation Stage General Welfare Requirements.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.