

Kids Allowed Macclesfield

Inspection report for early years provision

Unique reference number EY425266
Inspection date 26/10/2011
Inspector Karen Byfleet

Setting address 1 West Bank Road, MACCLESFIELD, Cheshire, SK10 3BT

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Type of setting Childcare - Non-Domestic

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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 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.

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Description of the setting

Kids Allowed Macclesfield is one of six provisions run by Kids Allowed. It opened in 2011 and operates from a purpose-built building consisting of a total of nine base rooms and sensory room. The pre-school base room is located on the first floor which is accessed via stairs or lift. Children have access to individual enclosed outdoor play areas, including a rooftop play area for pre-school children. The nursery is situated in Macclesfield, East Cheshire. It is open each weekday from 7.30am to 6.30pm all year round, with the exception of public holidays and a week at Christmas.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 208 children may attend the nursery at any one time. The setting provides funded early education for three and four-year-olds. There are currently 62 children on roll and of these 57 are in the early years age group.

A total of 16 staff work directly with the children, 14 of whom hold relevant childcare qualifications. Extra staff include a receptionist, a chef and a housekeeper.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff completely value and recognise the uniqueness of each child and their family that attends. Children are very happy and settled within the extremely well organised and highly welcoming environment. Partnerships with parents are excellent and very well established to ensure children's welfare needs are consistently met. Partnerships with other providers and professionals is ongoing and being formed constructively. Detailed and comprehensive documentation is securely in place to ensure children are well safeguarded. Management and staff constantly evaluate the provision and there is a very clear vision to move the setting forward and maintain continuous improvements.

What steps need to be taken to improve provision further?

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

- developing further the partnerships with other providers and professionals to ensure consistency and coherence in children's care and learning.

The effectiveness of leadership and management of the early years provision

The nursery has a clear line of management, with named deputies in place in the absence of the manager. All staff have attended training in safeguarding and have a very clear understanding of their roles and responsibilities with regard to safeguarding and the protection of children. A comprehensive and detailed policy and procedure is in place and is made available to all parents. The policy includes a procedure to follow in the event of an allegation being made against staff. Staff recruitment procedures are fully in place to ensure all staff employed are suitable to carry out their duties.

A detailed self-evaluation has been completed and is regularly updated. The self-evaluation process takes full account of the views of all staff, parents and children. For example, an annual parent satisfaction survey is sent out to all parents. The views of children are taken on board on a daily basis through the planning process, and older children are able to give their individual views through a wishlist poster. Effective measures to ensure continuous improvements within the nursery are fully in place. For example, staff have regular meetings with the company Chief Executive Officer, regular team meetings and an annual team survey which are all used as a forum for ideas for improvements.

Detailed and effective risk assessments for the premises, outdoor areas and outings are undertaken and reviewed by the designated health and safety representative to ensure any identified hazards are minimised. Children's safety within the nursery is paramount and highly effective measures are in place to ensure all children are kept safe. For example, a receptionist is on hand at all times and entry to the play areas is very secure as entry doors are fitted with coded locked doors. This ensures children cannot leave unattended and that visitors cannot gain access without the staff knowledge. All visitors are required to sign in and out of the nursery. Children's safety is further enhanced as staff have a well-written emergency evacuation plan which is practiced with the children on a regular basis and recorded. This also enables children to learn how to stay safe in an emergency.

Children's health and well-being is promoted extremely well. A designated chef prepares and cooks a varied and balanced diet of fresh meals and snacks. Drinks of fresh water are constantly available to all children and they are able to help themselves to these. Babies are offered regular drinks. All babies are provided with formula milk as agreed with parents, and special diets are well catered for. For example, the nursery provides any special milk, such as Soya or organic, that is requested by parents. For the older children staff have implemented a highly effective system to ensure children's dietary needs and requirements are adhered to. They have devised colour-coded cards for all children that contain a photograph of the child and all the relevant information about the child's dietary needs. These are placed by the child at each snack and meal time and clearly indicate to all staff and any students if the child has special requirements. All the required documentation with regard to accident recording and the administration of any medication is in place, and all written consents are in place for all children. When

administering medication, staff take extra precautions as they have witnesses who countersign the entry into the medication record. Written parental permission is also obtained for staff to seek any necessary emergency medical advice or treatment.

The quality and standards of the early years provision and outcomes for children

Children are very happy and settled in the well-organised environment, and they are making excellent progress in their learning and development. The children behave very well, show consideration towards others and share and take turns. For example, they patiently wait to undertake an activity when they can see that there is no space around the table for more than four children at a time. Staff are passionate, enthusiastic and highly motivated. They fully interact with all the children, making their learning for all ages fun and challenging. Staff are attentive, warm and caring towards all children, including those on initial visits, helping all children to feel safe and secure. The environment is extremely well organised and children are developing a strong sense of independence. They are all free to move between their indoor and outdoor designated play areas and to make individual choices within the setting. There is an excellent balance of adult-led and child-initiated play. The staff plan highly effective activities which cover all the areas of learning and have devised and implemented a highly effective way of planning. All children have a 'Learning Journey' and this is used by staff to record what the children have been doing. They use a variety of observation and assessment techniques, such as direct observation of what the children freely choose to do and specific trigger activities that they have planned following children's interests, ensuring they can effectively plan challenging activities that help children to move on in their learning and development.

Staff are very innovative in providing interesting activities. For example, in the baby room staff have made a tree outdoors using branches that have been blown off larger trees in the park. They have hung various items from the tree that encourage the babies to touch a range of resources. They have also made a musical instrument hanger that is fixed to the outdoor fence. This enables children to listen to the different sounds the instruments make outdoors as opposed to them just using them indoors. Younger children clearly enjoy being creative and exploring with different materials as they mix blue paint and glitter on the table top and use their fingers and hands to explore the sense of touch. They work very closely with parents around children's interests and what they have been doing outside of the nursery. For example, the nursery has devised and implemented 'I'd love to share' cards. These are easily available for parents to complete and a large number of parents have started to fill these out. They give staff ideas on what the children have been doing and inform their planning of suitable activities to further expand on children's interest and learning. For example, one parent wrote that their young son had enjoyed looking at the aeroplanes and buses. The key person then planned a local walk for the young children to go out 'bus spotting'. Following on from this, the staff went on to plan a visit to the airport and also planned activities to cover the six areas of learning within the nursery around transport, such as transport jigsaws, building the train track and using the small world toys

such as the cars and playmat. When one child showed interest in vegetables the staff arranged a visit to the local supermarket. They gave all the children a clipboard with pictures of the different vegetables they had to look for in the supermarket to buy and then brought the vegetables back to the nursery where the children enjoyed making and eating their own vegetable soup and doing vegetable prints with paints.

Staff plan exciting activities around the various world celebrations. For example, they are currently celebrating Dwivali, 'The Festival of Light'. Children have tasted a variety of Indian foods and the babies enjoy exploring with different colours of cellophane that produce various lights and patterns in the room as the sun shines on it when staff fix it to the windows. Children's work is attractively displayed around the nursery, giving them a sense of belonging and helping to raise their self-esteem.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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