

Kidz Matter Day Nursery Limited

Inspection report for early years provision

Unique reference number	EY430969
Inspection date	07/12/2011
Inspector	Nicola Nolan

Setting address	339 Oldham Road, Failsworth, Manchester, M35 0AN
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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

Kidz Matter Day Nursery Limited is a limited company and registered in 2011. It operates from the ground floor of a two story building located in the Failsworth area of Manchester. The nursery is open Monday to Friday from 7.30am to 6pm for 51 weeks of the year. All children have access to a large rear enclosed outdoor play area. There is a ramp access at the main entrance of the nursery and to the rear play areas. The nursery is registered to care for a maximum of 80 children at any one time, under the Early Years Register and compulsory and voluntary parts of the Childcare Register. Children with special educational needs and/or disabilities and who speak English as an additional language are supported. There are a total of 14 members of the staff. Of these, 12 hold early years qualifications to level 3 and above.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well-qualified staff team create a welcoming and friendly environment where there are strong relationships and good partnerships between staff, parents and other professionals. Consequently, progress towards the early learning goals is good. The management are committed to the continuous improvement of the setting and are beginning to use self-evaluation effectively to support this. Children are happy, well-settled and active as they are provided with a variety of learning opportunities. However, children's imaginative and creative skills are not being nurtured through art work as their work is prepared by staff. This does not value the children's creativity.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop self-evaluation in order to continually improve the quality of the provision
- provide children with opportunities to explore and share their thoughts, ideas and feelings through a variety of art activities.

The effectiveness of leadership and management of the early years provision

Robust recruitment and vetting procedures ensure children are well protected. Staff have a good knowledge and understanding of safeguarding procedures and undertake training. As a result, children's welfare is prioritised. Daily risk assessment checks and regular fire evacuation maintain children's safety at all times. The nursery has fitted a fingerprint entry system into the building to ensure that children are further protected.

Children benefit from the wealth of resources that are well organised and accessible. This encourages children's opportunities to choose independently and is effective in supporting learning. Staff are deployed well to ensure all areas of the nursery are accessible to the children when they choose to move around. For example, staff support learning inside and outside. Recyclable cardboard boxes are used to play in and paint. This reflects the setting's commitment to sustainability.

The vision of the nursery is to provide excellent quality childcare services as this is limited in the geographical area. Self-evaluation is used to identify strengths and areas for development. Strengths of the setting include the staff team that are passionate about their work and the good relationships they share with parents. Areas for development include the outdoor area, which is to accommodate a cycle track, an allotment and a large nature area for the children to explore. However, self-evaluation is in its infancy and is an area for development to continuously improve the quality of provision for all children.

Parents are encouraged to discuss progress at anytime and information is shared regularly. For example, they receive an information pack when their child first starts and regular newsletters keep them updated. This ensures parents are included and that their contributions are valuable. The setting is developing partnerships with the local schools to ensure that children's transitions are smooth. For example, information to support children with special educational needs and/or disabilities is shared. Staff offer sensitive support to children who have special educational needs and/or disabilities are supported by health professionals. They readily adapt activities to ensure that all children can access them. For example, they use a visual timetable to communicate with children that do not understand what is happening next. This means that the individual needs of all children are met and all children are included fully in the life of the setting.

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

Children's behaviour is good and reflects the role model provided by the staff, as they follow a consistent approach to manage it. They sensitively reason with younger children learning to share. Children happily sit, listen and talk to the staff and each other at meal times. Their efforts are celebrated by praise and displays of their work, which develops their self-esteem. These supportive relationships between children and staff help children to feel safe and secure. Although, the environment is appealing and samples of children's work are displayed to show that they are valued, these all look the same and have been created by the staff. For example, the shapes of penguins and reindeer have been pre-cut and this restricts children's interpretations of what these animals are like in their imaginations, thus, restricting their creativity.

Children follow appropriate hygienic practices, such as washing their hands before eating snacks and staff model hygienic practice when changing nappies. Meals and snacks are healthy and prepared on the premises. They include a variety of fresh fruit and vegetables. Children participate in physical play outdoors. For example,

they ride bikes and run around. They are developing good physical skills in walking, running and ball games because they have regular outdoor play opportunities. This means children have a healthy lifestyle.

Children achieve good results against their starting points because staff provide a suitable learning environment, observe children's learning and interests and identify next steps to plan for. Children are provided with a broad and interesting range of activities and learning opportunities to help them achieve and enjoy. Staff support children's development of stories and literacy as they provide them with old boxes to make into a rocket for the characters to go to the moon. Children develop their knowledge and understanding of the world as they use their senses to feel and taste 'rice cereal'. They make marks in the dust left from the cereal with their fingers and fill boxes and different sized cups with it, to develop their understanding of capacity and different amounts. Children watch the gloop drip from their hands and feel the way it changes texture as they make marks with cutters. They learn about shapes as they roll baubles and watch them go round. Children listen to the staff as they sing and read stories about the Christmas festival and develop their language skills as they join in with Christmas songs. They smile as they are encouraged by the staff to play and shake musical instruments to the music and develop their musical skills. Information and communication technology is also used to support their learning. For example, they say 'cheese' as they take photos on a digital camera. Having resources available enables children to progress in their own way and develop skills for the future. Overall, children are making good levels of progress towards the early learning goals in all areas of learning.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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