

# Kids Allowed Cheadle Royal

Highfield, Cheadle Royal Business Park, CHEADLE, Cheshire, SK8 3GY

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 22/04/2013 |
| Previous inspection date | 30/03/2009 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 1 |
|  | Previous inspection:    | 1 |
| How well the early years provision meets the needs of the range of children who attend |                         | 1 |
| The contribution of the early years provision to the well-being of children            |                         | 1 |
| The effectiveness of the leadership and management of the early years provision        |                         | 1 |

## The quality and standards of the early years provision

### This provision is outstanding

- The leadership and management team are visionary. Staff are extremely well-qualified and are highly effective childcare practitioners. They have outstanding knowledge of the Early Years Foundation Stage and use exceptional learning strategies to engage children in learning.
- Inspiring, warm and caring attachments are evident between children and staff. This builds children's self-confidence and supports children in becoming highly motivated learners.
- Robust systems for observations, planning and assessments are in place. This is monitored and facilitates a range of challenging age- and stage-appropriate activities.
- Meticulous self-evaluative practice is in place which superbly identifies areas for further development. This leads to ongoing quality improvements.
- Children's learning is significantly enhanced due to the inspiring environment and innovative resources. Children have rich, varied and imaginative opportunities to explore and learn.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities and children at play throughout the inspection.
- The inspector spoke with children, parents, staff and the management team throughout the inspection.
- The inspector looked at documentation to ascertain children's progress in achieving the early learning goals.
- The inspector looked at self-evaluation processes to ensure that they supported quality outcomes for children.

## Inspector

Elisia Jane Lee

## Full Report

### Information about the setting

The Kids Allowed Nursery (Cheadle Royal) was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from nine rooms in a two storey purpose-built building. The nursery is situated in an area of commercial buildings adjacent to the A34 in Cheadle. It is privately owned and managed. The nursery serves the local area and is accessible to all children. It operates from the ground and first floor and there is a fully enclosed area available for outdoor play.

The nursery employs 59 members of childcare staff. Of these, four hold appropriate early years qualifications at level 6, two hold qualifications at level 4, 30 hold qualifications at level 3, nine hold qualifications at level 2 and 11 staff are unqualified. The staff team also includes two members of staff with Early Years Professional Status and one member of staff who holds Qualified Teacher Status.

The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 247 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- consider enhancing already exemplary tracking procedures to include children with special educational needs and/or disabilities.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

The staff and management team have an outstanding knowledge of the Early Years Foundation Stage and use this exceptionally well to support children in their learning and development. The environment is highly stimulating and contains an immense breadth of high quality resources which provide children with a wealth of engaging learning opportunities. Resources are used in an exemplary manner by staff to inspire and engage children in learning. Consequently, children's learning is significantly enhanced. The nursery operates across nine rooms, each providing age- and stage-appropriate resources

which provide optimal challenge for all children. Each room has imaginative and highly innovative areas which children relish as they use resources. For example, in the pre-school room there is an 'Imagination Station', filled completely with recycled resources. Children enthusiastically use their imagination as they build dens, boats and space rockets out of boxes and lengths of fabric. Children use their problem-solving skills and critical thinking as they build different structures. For example, children comment 'If you put the big box down on the floor then little ones will go on top, but if you put the little one on the floor first then everything goes wobbly and it falls over.' Staff are highly skilled and offer a variety of different strategies which inspire children. The Early Years Professional delivers focussed sessions each day to pre-school children. For example, children play with a programmable robot as they learn about direction and positional language. Adults pose superb questions which skilfully extend children's language, such as 'Who is sitting to your left?' and 'Which 3D shape have I got?' This teaching strategy promotes children's language skills and critical thinking. Children with special educational needs and/or disabilities are exceptionally supported through knowledgeable staff and superb partnerships with other professionals to support children's individual needs.

The environment is outstanding. Children freely access all areas and all resources, self-initiating their own play, devising their own rules and negotiating with their peers. Children are extremely confident and self-assured and explore their surroundings with a very high level of enthusiasm. The environment is rich in language, with first class displays that celebrate children's work. Children's individual artwork is shown within imaginative displays. The outside environment is also rich in text and fully promotes language. For example, an outside amphitheatre allows children to listen to stories and sing songs in an innovative space. Children exhibit excellent levels of self-esteem in their environment; they ask visitors if they would like to be shown around, showing an immense sense of pride in their surroundings.

The outside areas are superb and promote all areas of learning. Each room within the nursery has access to their own outdoor play area which offers a wealth of experiences. For example, children use a climbing wall, balance on a rope bridge, draw patterns in glitter sand, build dens and explore sensory play on soft cushions. Learning is also promoted outside through imaginative experiences. For example, children consider the animals of Africa as they explore making different animal sounds and moving around like different animals. Children delight in playing 'police', inviting staff to join-in with their play and setting their own rules for the imaginative game. Resources are of the highest quality and are fully accessible to children. This allows children to explore, create, imagine and make independent choices in their play.

Staff undertake meticulous observations which identify children's individual next steps in their learning. This information is incorporated into innovative ways of planning. For example, the nursery undertakes 'Right here, right now' planning. This means that key persons document children's needs and interests throughout the day and then staff respond to them as quickly as possible by offering activities to extend learning. For example, a child observed over lunch drawing patterns in their food is supported in the afternoon by the key person providing a finger painting activity. This shows that staff are extremely responsive to children's interests, and that children's needs are central to the nursery's excellent practice. Tracking and assessment are rigorous. The nursery has

devised tracking documentation that provides a visual wheel where children's progress within each area of learning can clearly be seen; this is in addition to highlighted grids. Monthly summaries of learning are completed, baseline assessments are undertaken and staff track particular groups of children to identify where extra intervention may be required. For example, staff track the progress of girls and boys to ascertain how best to promote effective learning. This gives staff excellent knowledge of children as they work towards the early learning goals and develop the necessary skills to support their readiness for school. However, there is room to extend this excellent practice a little further by including children with special educational needs and/or disabilities within the tracking systems for particular groups of children.

Parents contribute to children's learning by undertaking observations at home, completing 'all about me' forms, contributing to baseline assessments and commenting on summaries of children's learning. Parents' evenings are held twice a year and weekly newsletters are sent to all parents. Parents with children in the pre-school room are contacted monthly by the Early Years Professional to inform them of the activities their child has been undertaking. Staff have excellent partnerships with parents through innovative ideas which supports purposeful partnerships. For example, the nursery asks parents to take part in an annual survey and contribute directly to developments within the nursery. Parents are also asked to come into nursery and share their talents to support learning. In addition, nursery staff can babysit children in their home in the evening and the nursery also offers free first aid classes to parents. The nursery places the child and family at the very core of its purpose. Parents are kept very well-informed of their child's progress through regular emailed photographs taken throughout the day, parent evenings, the nursery website, newsletters, social networking group and daily verbal feedback.

### **The contribution of the early years provision to the well-being of children**

All staff give the highest priority to children's safety, whilst on and off the premises. For example, when children use tools, such as knives when baking, they are encouraged to use them safely. Children have an excellent awareness of safety. For example, they remind their peers to be wary of slipping on a wet floor when a drink is spilt, or the need to walk slowly when walking with scissors. Visitors are invited into the nursery to talk about safety. The nursery has received visits from the fire service and the police who have spoken about road safety and stranger awareness.

Children develop an excellent understanding of the importance of exercise through a wide variety of activities. Children enjoy daily free flow access to the outdoor area, partake in music and movement sessions and have drama classes. Children also have the opportunity to access weekly skiing sessions at a local indoor ski centre. In addition, children explore the wider world through a variety of trips and outings. For example, children visit the supermarket to buy baking ingredients, visit the children's science museum, observe trains at the train station and explore a local National Trust country estate. The nursery has two mini buses, with designated drivers who ensure that children arrive safely at their destination. Children develop an understanding of healthy eating through discussion and having their own planting area where they grow items from seed. Highly nutritious, award-winning menus offer an excellent choice of healthy options and dietary options. For

example, lunch options include fish pie with asparagus and peas and Mediterranean lamb with cous cous. Light tea options include butternut squash and pepper risotto and cheese scones with tomato salsa. All dietary requirements are well-catered for and the nursery is a member of the vegetarian society.

Children express emotions and feelings through their play. For example, children act out familiar scenarios in the role play area. Resources support children's personal, social and emotional development exceedingly well. For example, the nursery has purchased a range of books which explore different issues, such as how families can go through change. Staff are outstanding role models. Staff talk with babies in the baby room, providing a running commentary and making silly noises, encouraging children to vocalise and express their needs as they explore sounds and language. This supports even the youngest children in developing their language skills. Staff build exceptional relationships with children and children's behaviour is excellent. Staff consistently praise, provide encouragement and offer age-appropriate interventions. Children are highly motivated learners and, as such, exhibit positive behaviour throughout the nursery.

Children learn about different cultures and beliefs by celebrating a range of festivals throughout the year. This is skilfully explored by staff in an age-appropriate way, which makes learning meaningful for children, depending on their understanding of the wider world. Children are encouraged to celebrate cultural events through food tasting, art and craft activities, using cultural dressing-up clothes and using a wide range of multicultural resources.

The nursery has highly effective and well-embedded partnerships with other providers; consequently, children are exceptionally well-prepared for the next stage in their learning. The nursery has effective links with eleven local primary schools. Progress and transition documents are completed by staff as children move between settings, which means that information is shared superbly between different providers. School teachers are invited into the nursery to have meetings with staff and parents evenings are arranged so staff can ensure that parents are fully informed about their child's developmental stage, prior to leaving the nursery for full-time education. This ensures that children are fully prepared in times of change and transition.

### **The effectiveness of the leadership and management of the early years provision**

Safeguarding is outstanding because the safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood by the management team and all the staff. This means that children are safeguarded and well-protected in the setting. All staff attend regular safeguarding training at the nursery's own training academy, policies and procedures are discussed at staff meetings and in staff supervisions, there is a designated safeguarding officer and parents use a secret password system if they are unable to collect their child. The environment also has safeguarding measures in place, such as coded entry locks on all doors. In addition, internal doors are fingerprint encrypted which means only staff may enter the rooms where children are being cared for. Written risk assessments and extensive daily safety sweeps are undertaken to ensure that all areas of

the nursery are safe.

Planning and assessment procedures are diligently monitored and evaluated by the management team. This ensures that staff provide purposeful and developmentally challenging activities which highly support children's progress as they work exceedingly well towards the early learning goals. Planning is extremely flexible and responds to children's interests and individual needs. Children are confident and active learners, engaging in their environment through exploration and questioning. Highly skilled staff consistently praise children's achievements, which builds children's self-esteem. Staff have an excellent understanding of the importance of partnership working which ensures that children's individual needs are exceptionally well-met.

The leadership and management team of the nursery are visionary. The nursery has received numerous awards. In 2012 the nursery received 'Investors in People Award' and in 2011 was awarded the 'Inspiring Woman Award'. Staff offer the highest levels of care for children and families. As a result, children's learning and development are significantly enhanced. The nursery has high expectations of children and staff and undertakes rigorous self-evaluation in order to continue to offer exemplary service. For example, monthly management meetings are held, staff surveys are undertaken, individual room surveys are carried out and staff regularly meet with the Chief Executive Officer of the company to give direct feedback to the management team. This facilitates constant improvement and self-review. The management team consistently analyse and self-challenge to clearly identify strengths and weaknesses. The nursery is currently working on implementing 'Pony school' and mud kitchens in the outdoor areas. Parents' views are sought through questionnaires, feedback forms and 'delighted and unhappy' cards which allow the voice of each parent to be heard at the highest level. Staff are fully supported by a dynamic management team who celebrate that they only employ people with a 'passion for childcare'. Staff are extremely well-supported through training at the nursery academy and attending conferences where best practice is shared and celebrated. The leadership team is highly inspirational and motivate staff extremely well. Staff have a wealth of knowledge and expertise and are exceptional role models for children. Parents are extremely complimentary, and comment 'Nursery has prepared my child for learning at school; I regard my child as having a distinct advantage from attending this nursery' and 'I always feel fully informed about my child's progress and development, the team work extremely hard to support children's learning.'

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

| Grade   | Judgement    | Description   |
|---------|--------------|---|
| Grade 1 | Outstanding  | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.  |
| Grade 2 | Good         | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.  |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.  |
| Grade 4 | Inadequate   | Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met     |              | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.   |
| Not met |              | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.   |



## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY309009                 |
| <b>Local authority</b>             | Stockport                |
| <b>Inspection number</b>           | 907088                   |
| <b>Type of provision</b>           |                          |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 17                   |
| <b>Total number of places</b>      | 185                      |
| <b>Number of children on roll</b>  | 247                      |
| <b>Name of provider</b>            | Kids Allowed Limited     |
| <b>Date of previous inspection</b> | 30/03/2009               |
| <b>Telephone number</b>            | 0161 428 9634            |

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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