

# Kids Allowed Knutsford Centre

Kids Allowed, Mobberley Road, Knutsford, Cheshire, WA16 8PR

<b>Inspection date</b>	15/05/2013
Previous inspection date	05/05/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- The management team and provider have very high expectations of staff. They have a passion and strong commitment to increase staff skills, in order to provide and develop high quality early years provision.
- Staff are skilled at observing children and swiftly extend and adapt activities in direct response to their interests and ways of learning. Therefore, children are highly involved in their play throughout the day and make good progress and in some cases rapid progress in their learning.
- Babies and children benefit greatly from regular, well-planned outings throughout the week. They learn about their local community and the wider world and develop a wide range of skills from first-hand experiences in a variety of different environments.
- Staff take pride in their work and build close bonds with children in their care, particularly their key children. They are enthusiastic and fully involved in reflecting on provision within their group rooms and routinely identify areas for development.

### It is not yet outstanding because

- There is scope to increase children's skills in writing for a variety of purposes throughout the free-play activities. For example, by further promoting the use of print within the environment and the use of writing materials in different areas of the room.
- At times children wait a long time before they are supported in serving their own lunches.

## 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 spoke to children and observed activities in playrooms, the sensory room and outdoor play areas.
- The inspector held a meeting with the manager and Early Years Professional and conducted a joint inspection with the manager.
- The inspector spoke to members of the staff team about the progress of their key children and their understanding of the nursery's policies and procedures.
- The inspector looked at children's observation and assessment records, planning documentation, evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector took account of the views of parents and children spoken to on the day of the inspection.

## Inspector

Barbara Wearing

## Full Report

### Information about the setting

Kids Allowed Knutsford Centre was registered in 2008. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of five provisions run by Kids Allowed and operates from a purpose-built building in the Knutsford area of Cheshire East. Children have access to six base rooms, a music room, heuristic playroom, sensory room, soft-play room and gym. The soft-play room and teaching room are located on the first floor, which is accessed via stairs or lift. There are enclosed outside areas available for outdoor play.

The nursery employs 44 members of childcare staff; of these 29 hold appropriate early years qualifications, of whom 26 hold qualifications at level 3 or above, including one with Early Years Professional Status. The nursery opens Monday to Friday from 7.30am until 6.30pm all year round with the exception of public holidays. Children attend for a variety of sessions. There are currently 184 children attending the nursery who are within the early years age group. The nursery provides before and after school care and holiday care for children who attend local schools. 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:

- extend opportunities to support and develop children's already good writing skills by promoting the use of print within the environment and the use of writing materials for different purposes in various areas of the room
  
- provide further support to help children develop their independence skills as they serve their own meals during lunch times.

## Inspection judgements

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

Planning for children is firmly rooted in staffs' close observations of children throughout the day. This is referred to as 'right here, right now planning'. Staff skilfully respond to children's interests and developing skills by extending and adapting their support, activities and resources. Therefore, children are highly engaged in their play, make good progress in all areas of learning and are well prepared for the next stage of their learning, including

school.

During lunch time some pre-school children notice that the weather looks 'sunny' through one window and 'rainy' through another. Staff respond by talking about rainbows and providing a wide range of paints and glitter for children to use to paint rainbows during the afternoon. This develops their creative skills and understanding of the world. A member of staff in the toddler room observes that a child is particularly enjoying the sand as they pat it into piles. She responds by asking if children would like to explore the soil and goes outdoors with them to gather some soil that they bring inside to play with. Children eagerly play in the soil and learn about the properties of different media as they experience and talk about how it feels. This demonstrates how staff routinely embrace children's interests to extend and increase their opportunities to learn.

Children enjoy many opportunities to explore a wide range of resources, including natural, everyday materials, malleable or 'messy' materials and conventional toys. These take account of children's various learning styles and support them well in all areas of learning. They particularly support children's imagination and creative skills, their understanding of the world and their understanding of shape and weight. Staff talk about properties of different shapes as children use scissors to cut out shapes they have drawn. They take opportunities to count with children as they engage in play, for example, as they step from tyre to tyre when playing outside. Children's mathematical skills are also promoted through well-planned small group activities run by the Early Years Professional for the pre-school children. Children programme a 'robot' to move to certain locations on a map. Some children recognise numerals on the buildings and count how many moves the robot has to make and what direction it has to travel in to reach its destination. This also promotes their skills in using technology to support their learning.

Babies become engrossed in exploring a range of shiny, metal objects. They mimic staff and enthusiastically bang a metal bowl with a potato masher. They confidently explore their environment and develop good physical skills as they crawl and pull themselves to standing with support of the furniture or staff. Children benefit greatly from access to the stimulating outdoor play areas throughout the play sessions. They develop their physical skills and coordination as they balance, ride bikes and run. Indoors children greatly enjoy moving to music. Staff enhance the activity by talking to children about the different ways they move and encouraging them to use a timer and to study what has happened to the sand when the music has stopped.

Children, including those who speak English as an additional language, are supported well in developing their communication and language skills. Staff respond quickly to babies' non-verbal communications and all staff chat to children and ask them questions to extend their language throughout the day. Children talk to each other about their play. Two children use puppets and show their good imaginations and language. One child uses her puppet to say, 'hello, what's the matter?'. Her friend replies using her puppet 'I'm a bit poorly you know'.

Observations, plans and children's learning journeys demonstrate that children are making good and in some cases very good progress in their literacy skills. Some children are able to recognise and write or copy their own name and simple words. However, this is not

always fully promoted by encouraging children to practise and consolidate these skills through the use of print or writing materials within the play areas. Children enjoy looking at books and listening to stories. A group of older children have fun playing with puppets and staff take the opportunity to engage them in acting out the well-known story about three little pigs. They re-enact the story, take on different roles, talk about size and consider how the story could have had a happier ending.

Visits to feed the ducks and see the cows, skiing lessons and trips the local shops to buy items or ingredients for activities are just some of the exciting daily trips that babies and children of all ages enjoy. These are well planned to ensure that they extend children's learning in a variety of ways as well as broadening their understanding of their local community and the wider world. Children engage in activities and access resources that promote their understanding of their own and others' beliefs, cultures, abilities and lifestyles.

Various initiatives are in place to engage parents in their children's learning. They are encouraged to share information regarding their children's achievements and experiences at home verbally and through the use of observation cards. Staff include this information in children's learning journeys and use it to plan activities or experiences. Parents are kept well informed of their children's progress at nursery. They are given regular progress reviews, including the progress check at age two years, and are invited to look at their children's learning journeys. This provides opportunities to discuss their children's progress and agree areas for the next steps in their development. Parents of pre-school children receive daily e-mails regarding activities their children have taken part in with the Early Years Professionals. Responses to these show how positive this has been in supporting them in extending their children's learning at home. This is further enhanced through information and training evenings that are run for parents. These have covered the Early Years Foundation Stage and first aid training. A wealth of information is available to parents regarding events or activities within the nursery, changes in staff, planning of activities and future developments. This is shared verbally and via displays, notice boards and regular newsletters.

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

Children build close bonds with their key person. Therefore, they are secure within the nursery and become confident and independent learners. They eagerly explore all that is on offer to them in the stimulating indoor and outdoor play environments. Staff work very closely with parents to support children as they settle into nursery and to ensure their individual needs and routines are known and well catered for. Babies enjoy their bottles as they are nursed by their key person who talks to them gently and gives them lots of eye contact and praise. As children develop they are sensitively supported in their transition to the next room.

Staff are proactive in making effective links with schools that children transfer to in order to support their smooth transition to school. They describe how delighted children are to introduce their new teacher to their friends when they visit the nursery. Staff make contact with teachers who are unable to visit, by phone or by meeting them at school.

This ensures that information is shared regarding all children. Staff talk to children and read them books about going to school and they share in a 'graduation ceremony' to mark the occasion.

Children show a strong sense of belonging and are aware of and take responsibilities within the daily routine. For example, they happily help to tidy-up and enjoy helping themselves to healthy snacks and tidying away their drinks and plates. They develop some good self-help skills during meal times and independence in their personal hygiene. However, during lunch time some older children struggle to serve their own meals and have to wait a while before staff support them in this. Nevertheless, meal times are generally social occasions during which children enjoy nutritious, freshly prepared meals. These cater for individual preferences and dietary needs. Children attending the out-of-school provision are offered juice, milk or water with their breakfast while nursery children are offered milk or water and have fresh drinking water accessible throughout the day. Children's health is further promoted as they benefit greatly from daily fresh air and exercise, wearing appropriate clothing for the weather.

Throughout the nursery, staff are skilled at managing children's behaviour positively and routinely praise their achievements. They understand and value children's different personalities and quickly engage them in an activity in order to avoid unwanted behaviour. Therefore, children enjoy their play and learning and build high self-esteem. Children are aware of boundaries that are in place to keep themselves safe, such as road safety and wearing fluorescent jackets when on trips. Staff take opportunities to reinforce this learning, for example, when they ask children why a child in the story is holding her mummy's hand. Children eagerly shout out 'because there might be cars... or motorbikes'.

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

Kids Allowed has a strong ethos of continuous improvement and strives for excellence. They have extensive systems in place for self-evaluation and high expectations of staff. A strong and clear management structure ensures that all staff take responsibility for reflecting on the quality of their practice. Staff state that they feel valued and fully included in the self-evaluation process. They demonstrate a strong commitment to their work and a clear knowledge of the nursery's current areas for development. The views of parents are sought in a wide variety of ways. These include verbally, an annual parents' satisfaction survey, a clear complaints procedure and parents' evenings. Parents' feedback is very positive and any suggestions for improvements or concerns are dealt with promptly. Parents feel that their children are very happy at the nursery, are making good progress and find the staff welcoming and friendly.

Managers have a strong sense of the nursery's strengths and swiftly identify well-focused areas for development. They routinely spend time in the rooms to observe practice at different times of the day and to monitor the quality of the environment. They regularly assess the tracking of children's progress. This helps to identify aspects of learning that may benefit from improving and to reflect on how well different groups of children are progressing. Clear action plans are put in place to work on areas for improvement. The

educational programme and quality of teaching is strong and at times excellent. However, children are not consistently fully challenged in order to meet their highest potential. Observation, assessment and planning systems are routinely monitored and highlight areas for further improvement. For example, recent amendments have been made to the 'right here, right now' observation records to ensure that staff consistently consider the skills children have achieved and the next skills for them to develop, as well as reflecting their interests. Clear systems for tracking children's progress ensures that any gaps in their learning are swiftly identified. Prompt action is taken, alongside parents and other professionals, to support children developing these skills. The nursery works very effectively with parents and other professionals to ensure that children with special educational needs and/or disabilities receive high levels of support.

Utmost importance is placed on developing staff knowledge, understanding and skills. This is achieved through a comprehensive induction, training packages, reviews, coaching programmes, and sharing of best practice between other Kids Allowed nurseries. Managers attend regular meetings and have greatly enjoyed talks from guest speakers and visits to the nursery from other professionals. They have found these inspiring and have helped to identify areas for future development. The Kids Allowed Academy has been established to provide level 2 and level 3 training to their apprentices that match their high expectations.

A high priority is given to ensuring that children are safe and secure at all times. Staff supervise children closely indoors and outdoors. Thorough risk assessments are conducted for the building, activities and outings. The large staff team work closely together to promote the smooth running of the nursery and ensure that ratios are maintained. The team includes two designated drivers, one of whom has responsibility for driving pre-school children on their trips and supports staff within the pre-school as and when necessary. The maintenance manager ensures that the building is safe and well maintained. Supplies within the rooms are kept well stocked and bathroom supplies, such as nappies, are replenished each day.

Staff are very confident of the procedures they must follow if they have concerns that a child may be at risk of abuse or neglect. They are aware of when and how to refer concerns to the appropriate manager or agency. Staff understand the whistleblowing policy and are clear that the protection of children is paramount at all times. They receive regular safeguarding training and their managers routinely check their understanding of the procedures. The nursery has comprehensive policies, procedures and records that are consistently applied and regularly reviewed to promote children's safety and welfare. Rigorous recruitment, vetting and induction procedures ensure that staff are suitable and have appropriate qualifications to work with children.

### **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>	EY365756
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	916171
<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>	165
<b>Number of children on roll</b>	184
<b>Name of provider</b>	Kids Allowed Limited
<b>Date of previous inspection</b>	05/05/2009
<b>Telephone number</b>	01565 682090

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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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