

Kids Allowed Christie Fields

Joshua House, Christie Way, Christie Fields Office Park, Manchester, M21 7QY

Inspection date	02/07/2013
Previous inspection date	20/07/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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		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

- Children thrive in a highly stimulating environment, both indoors and out, which effectively challenges them and promotes their learning.
- Practitioners skilfully plan an extensive range of interesting activities and experiences which effectively reflect children's interests. As a result, every child is a competent, enthusiastic learner and makes excellent progress in their learning.
- All practitioners are superbly skilled and sensitive in supporting children to form secure emotional attachments. This provides an effective base for their developing independence and exploration.
- The management team and the whole staff team demonstrate an exemplary commitment to drive continuous improvement. Self-evaluation of the nursery is rigorous and all staff share high expectations across every area of their practice.
- Excellent working relationships with parents are effectively established through a variety of innovative ways, ensuring that children's needs are quickly identified and exceptionally well met.

It is not yet outstanding because

- There is scope to provide more opportunities to further enhance professional development of staff.

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 children took part in.
- The inspector spoke to the manager and childcare staff at appropriate times during the inspection.
- The inspector carried out a joint observation of an activity with the manager.
The inspector viewed a range of documentation including risk assessments,
- safeguarding and complaints policies and procedures, and children's learning journeys.
- The inspector took into account the views of parents from a sample of documentation viewed.

Inspector

Susan Heap

Full Report

Information about the setting

Kids Allowed Christie Fields was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the West Didsbury area of Manchester, and is managed by a limited company. The nursery serves the local area and is accessible to all children. It operates from nine rooms located on two floors and there is a fully enclosed area available for outdoor play.

The nursery employs 75 members of childcare staff. Of these, 53 hold appropriate early years qualifications at level 2 or above, including six with Early Years Professional Status or 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 301 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- strengthen staff performance and monitoring through the introduction of peer observation to support their professional development to build on the already first-rate practice.

Inspection judgements

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

Children are warmly welcomed into an exceptional environment, which is bright, highly stimulating and spacious, both indoors and out. As a result, their individual learning is supported across all areas. The extensive range of resources and equipment are easily accessible to children, enabling them to make choices and promote their independence. Babies and infants explore their surroundings confidently as the well-organised room provides large areas of floor space to accommodate crawling. Low-level furniture enables mobile infants to pull themselves into a standing position, developing their skills for walking. Resources are plentiful. They are robust, of exceptional quality and age and stage appropriate throughout all the nursery rooms. Strong emphasis is placed on providing resources which are made from natural materials and allow children to explore and

experiment without fear of damaging and breaking them. The outside areas offer superb opportunities to ignite children's interest and promote all areas of learning. The majority of children actively choose to do their learning in the attractive, well-planned outdoor areas where they eagerly engage in a variety of outdoor activities. For example, children balance on a rope bridge, draw patterns in glitter and sand, and vigorously enjoy using sponges as they wash tables and clean the windows. Children from the toddler room listen intently to stories and sing songs in the outside amphitheatre, which provides a cosy natural space. They then go on a 'bear hunt' around the grounds, led by the enthusiastic staff. Interaction between the staff and every child is exceptionally strong, which is highlighted in children's reactions, the excellent progress they make and the sheer delight they display in their activities.

Pre-school children are extremely confident and show high levels of enthusiasm as they take part in activities which are fun and interest them. Staff give excellent support to promote children's mathematical skills, as they skilfully question children about which shapes they can see. For example, a group of children look for different shapes in the outdoor environment and recognise shapes, such as a circle, rectangle and square. More-able children are able to recognise more complex shapes, such as pentagon and hexagon. During 'teacher time' with the early years teacher, pre-school children use clipboards and pens as they explore the nursery environment looking for and recording the shapes they see on paper and by taking photographs. This is further promoted through visual numbers and mathematical language located throughout the environment, such as a number trail. Younger children count, compare, match, and sort confidently as they play with different building blocks or join in number songs and rhymes.

Staff are highly skilled in the way in which they use their observations to plan activities. For example, the nursery undertakes 'right here, right now' planning. Each key person notes children's interests throughout the day and then staff respond promptly by offering activities to extend their learning. For example, a child observed playing in the 'mud kitchen' is supported by other sensory experiences being provided, such as playing in 'slime', a mixture of soap and water. From this, the child initiated her own play, and her key person extended this by providing dolls which she could wash as she knew the child also had a keen interest in role play. Children's progress is rigorously tracked against a visual colour-coded wheel which is linked to the Development matters in the Early Years Foundation Stage guidance. This means that any gaps in their learning are quickly identified and planned for through more specific activities. This also ensures that the activities provided have depth and breadth across the seven areas of learning. Baseline assessments are completed when children are admitted, and summative assessments are completed at each stage of their progress through the nursery and at times of transition as they move on to school or other settings. In addition, the early years teacher completes monthly summaries of learning which identify if there are any areas which require more concentrated activities, such as communication and language. This gives staff an excellent knowledge of children as they rapidly work towards the early learning goals and develop the necessary skills to support their readiness for school. As a result, staff demonstrate an exemplary knowledge and understanding of how children learn through play. They are focused in delivering excellent quality teaching in a fun and interesting way which captures children's interest and imagination. Children's learning journals illustrate the rapid improvement in their learning. These are maintained to an exceptionally high standard,

detailing photographs of the children involved in a variety of activities, their artwork and regular observations.

Staff work extremely closely with parents from the point of children's admission. They obtain detailed information to establish what children can do, and parents are able to access their children's learning journals at any time. They are able to share significant experiences, interests and their observations of their children's progress at home on 'I'd like to share' cards. Parents are kept fully informed of their children's progress through the progress check at age two, as they move on to the next stage of their learning, weekly newsletters and the nursery website, and parents' evenings are held twice a year. The early years teacher emails parents of pre-school children each month regarding children's progress, what they have learned and what the focus is for the following month. A wealth of information is displayed and distributed continually, keeping parents informed about the Early Years Foundation Stage. Highly successful strategies engage parents in their children's learning and nursery life. They are asked to come into nursery and share their talents to support learning. A recent success included a visit from parents who are airline pilots. In addition, the nursery also offers free first aid training to the parents.

Staff are extremely sensitive to children's individual needs by using familiar phrases of home languages. For example, staff in the baby room have made a picture exchange system which displays children's home language, a photograph and the phonetic pronunciation for key words. This shows commitment to narrowing the gap for such children and promotes an inclusive environment. Gestures, signing and visual timetables are also used effectively to enhance early language skills and support children who speak English as an additional language. Although there are no children currently attending who have special educational needs and/or disabilities, the designated special educational needs coordinator and staff show a very good knowledge of child development and where to seek additional support when needed.

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

A well-established key person system and the effective deployment of staff enable children of all ages to form secure emotional attachments. This successfully promotes their developing independence and exploration. Effective induction procedures and the highly sensitive interaction of staff ensure that children who are new to the setting develop a strong sense of belonging. They are fully supported by sensitive and caring staff, which means they settle very quickly. Each child has their own blanket with their name embroidered on it which they keep throughout their time within the nursery, which gives them familiarity and comfort. Babies demonstrate a strong sense of belonging and are loved and nurtured. Staff follow children's home routines consistently, which are discussed with parents in depth from the outset. They instinctively know what young children need to keep them pacified and content, such as the way they like to be held if they are tired or upset. Strong bonds and secure attachments are evident throughout the nursery, resulting in an atmosphere in which children flourish. Each child has a key person and a key 'buddy'. This means that children receive consistent care at nappy changing times or when their key person is not present. Children learn to form excellent relationships with their peers and work alongside others companionably. For example, they play cooperatively as

they engage in a role play activity or take turns as they take their position on the 'human' clock.

All resources are easily accessible, enabling children to make choices as they engage in a variety of play activities. They skilfully develop a wide range of self-care skills as they recognise when they are hungry or thirsty and confidently make choices at snack time. Children learn about healthy eating through the provision of healthy, nutritious snacks and meals. Each week, pre-school children take part in gardening activities which increase children's knowledge of healthy eating and growing and caring for plants. For example, they learn about food cycles as they grow and taste their own produce, such as strawberries and potatoes. Staff successfully support children at mealtimes as they sit with children, modelling the use of utensils and good eating. This encourages younger children to develop their physical and self-care skills, and promotes the use of good table manners.

Children of all ages demonstrate an excellent understanding of how to manage risk and keep themselves safe and healthy. Staff use information effectively to provide meaningful play experiences for the children, and have a good understanding of procedures to follow to ensure their welfare. For example, a parent commented on how her child could now recognise the 'red' and 'green' man when crossing the road. Consequently, staff set up a roadway on the floor on a long roll of paper and provided small world figures for children to act out their experiences. This led to children going out for a walk in the local community and practising the skills they had learned. They learn to use a selection of equipment safely, such as gardening tools. All staff give the highest priority to children's safety while on and off the premises. For example, key staff are trained in the company's outings policy and are only then allowed to lead trips off the premises. All children wear a wristband with the nursery phone number and the company t-shirt on outings, which quickly identifies them. Visitors are invited into the nursery to talk about safety, such as the fire service and the police who talk about road safety and stranger awareness. Each child has their own medical card which is colour coded on a traffic light system. This robust system enables staff and children to promptly see visually if children have any specific requirements.

Children enjoy free-flow access to the outdoor area and take part in daily opportunities to engage in physical exercise. They enthusiastically participate in exercise as they follow simple instructions during stretch and grow activities or take part in obstacle courses. Each week groups of children from pre-school are able to participate in other activities which effectively promote their enjoyment and growing physical skills, such as 'ski club' or 'pony club'. Children are adept at using their imaginations to build railways with large wooden blocks and hone their balancing skills as they negotiate the space. Babies access a separate outdoor area, where they are able to observe older children but explore their environment safely.

Staff build exceptional relationships with children, whose behaviour is excellent. Staff consistently praise, provide encouragement and offer age-appropriate interventions. Children are highly motivated learners and exhibit positive behaviour throughout the nursery. For example, in pre-school children quickly respond at tidy up time and put resources and equipment back into the baskets and onto the shelves. They demonstrate an immense pride in their environment and work cooperatively together.

The nursery has highly effective partnerships with other providers, which means children are exceptionally well prepared for the next stage in their learning. For example, the nursery has effective links with the local primary schools, and transition documents are completed by staff as children move on to their next stage in learning. In addition, nursery school teachers are invited into the setting to have meetings with staff. There is an exceptionally strong transition process in place as children move from one base room to another. This includes visits with their key person to ensure they feel settled and secure, their learning journey and 'here I come' form. This is strengthened by parents being fully informed of the transition, meetings with the new key person and updating information on the registration form. Consequently, each child and their family are valued and supported effectively.

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

The management team are highly successful in inspiring practitioners. They share high expectations across all areas of their practice, which drives ongoing development and continued improvement. This results in a committed and vigilant team who deploy themselves very well. They are further supported in their professional development through effective monitoring and regular training opportunities, to increase their skills and knowledge. Assurance is also given that their thoughts and views will be considered equally with those of the management team. For example, groups of staff meet monthly for lunch with the chief executive officer of the company. This means that staff feel valued and supported and their views are taken into account. Well-established systems are implemented effectively to monitor and evaluate the service offered. This is achieved through high quality professional supervision, appraisals, team meetings and unit managers' meetings. Unit managers continually review staff practice on a daily basis by skilfully questioning why staff are doing an activity and how they can extend it to improve the quality of children's experiences. However, peer observations are less well developed. Staff have designated areas of responsibility within each of the rooms for specific areas of learning, such as the construction area or role play area. In addition, key staff take on additional roles, such the coordinator for special educational needs or equal opportunities. This gives them a sense of responsibility and pride in their work, as well as supporting and building on their professional development. The whole staff team share a passion and enthusiasm for their work and are motivated by the inspirational leadership to ensure they give children excellent learning opportunities. As a result, they demonstrate an exemplary commitment to improvement by reflecting on their practice and self-evaluation.

The inspection took place following an incident where the nursery took action but did not follow the safeguarding procedures correctly, which resulted in a visit from Ofsted. Ofsted found there to be breaches in requirements and set three notices to improve to ensure correct procedures are followed through updating staff knowledge and attending training. The inspection found that since the incident the manager has attended the designated persons training and all staff have completed safeguarding training. As a result, all staff prioritise children's safety and now have an excellent understanding of safeguarding issues. They are fully conversant with safeguarding procedures and their duty to protect

children, and now follow the correct procedures. Robust recruitment and effective vetting systems ensure all adults working with the children are suitable to do so. The ongoing suitability of staff is checked annually through the completion of a questionnaire. Comprehensive and well-implemented risk assessments ensure the premises are safe and secure and these extend to cover activities and outings. Clearly identified senior staff members, such as unit managers, are only allowed to give medication or lead outings. They have to undertake specific training in these areas which ensure they have a robust understanding of the company's practice, policies and procedures which effectively promote children's safety. The nursery has a keycode system in place for parents and staff on the two main doors to the children's play areas, and each of the children's rooms has a biometric fingerprint system. These can only be opened by the staff.

Effective systems are implemented to examine how staff observe, plan and monitor each child's progress. Continual support from the manager, the unit managers and the early years teacher has enabled staff to implement all aspects of the safeguarding and learning and development requirements of the Early Years Foundation Stage with confidence and enthusiasm. All staff have an accurate understanding of the requirements, which enables them to effectively monitor all children's skills, abilities and progress. Interventions are sought and planned for at the earliest stage to identify any group falling behind their peers or below their expected achievements, which ensures children's needs are being met effectively and relevant support services involved.

All staff are highly committed to working in partnership with external agencies and parents. A variety of systems ensure parents are consulted at every stage of their child's care and development, which allows continuity of care. The views of children, parents and carers are continually sought, promoting better outcomes for children. For example, parents' views are sought through 'delighted' and 'unhappy' cards which allow the voice of each parent to be heard at the highest level. The nursery has recently worked with the 'early excellence' team to improve the quality of the indoor and outdoor environment. Consequently, resources are more accessible to children and made of natural materials. Displays of children's work are more creative and involve their own work and not the 'finished' product, which allows children to use and explore their imaginations and creativity freely. Parents are extremely complimentary, and comment 'My child is made to feel special' and 'children are confident'. The parents of pre-school children particularly like the monthly email they receive which records the activities children are engaged in and what is planned for next.

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

Unique reference number	EY330948
Local authority	Manchester
Inspection number	919823
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	244
Number of children on roll	301
Name of provider	Kids Allowed Limited
Date of previous inspection	20/07/2009
Telephone number	0161 434 6594

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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