

Kids Allowed Cheadle Royal

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

Inspection date	11/09/2013
Previous inspection date	22/04/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 exciting imaginative outdoor play area ignites children's enthusiasm and underpins their excellent engagement in learning. The excellent facilities and resources enable children to thoroughly develop their senses, investigate and explore, and ensure excellent levels of physical development.
- The professional development of staff is given the utmost priority to ensure that they are confident and exceedingly well trained. This enables children to be expertly supported throughout all learning opportunities.
- Safeguarding is given very high priority by staff and managers. Policies are embedded extremely well and ensure that children are kept very safe and secure at all times.
- Inspiring and innovative teaching extends children's learning through effective questioning and careful listening, successfully capturing the enthusiasm and interests of all children. As a result, children make rapid progress towards the early learning goals, given their starting points.

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 children's activities throughout the nursery in both indoor and outdoor areas.
- The inspector took into account the views of parents through discussion and from written questionnaires sent out by the nursery.
- The inspector conducted a joint observation with the manager of the nursery of children's activities and interaction between staff and children.
- The inspector looked at children's assessment records and planning documentation and spoke to staff with designated and key person roles and responsibilities.
- The inspector also looked at evidence of the suitability of all staff and the setting's self-evaluation form.

Inspector

Lesley Bott

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 as part of the Kids Allowed Limited group of nurseries. The nursery serves the surrounding area and is accessible to all children. It operates from the ground and first floor and there are fully enclosed areas available for outdoor play.

The nursery employs 58 members of childcare staff. Of these, six hold appropriate early years qualifications at level 6, one holds a qualification at level 4, 27 hold qualifications at level 3, eight hold qualifications at level 2 and 15 staff are unqualified, of which 13 are working towards their qualifications four of level two and nine of which are working towards their level three. The staff team also includes one member of staff with Early Years Professional Status.

The nursery opens Monday to Friday, all year round from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 242 children attending who are in the early years age group. The nursery provides funded early education for two- three- and four-year-old children. It supports a number of 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:

- further enhance children's opportunity to recall activities as part of their learning, for example, by allowing them to access their own learning journey records over time.

Inspection judgements

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

Children make excellent progress in this highly innovative and stimulating setting as all staff are ambitious for every child who attends. There is a constant reflection upon activities and a concerted drive towards improving them. This enables staff to consistently build on children's development. Children's progress is closely tracked to enable key persons to plan a very broad educational programme that is both challenging and

interesting and includes all areas of learning. Planning is very carefully linked to individual children's assessment through new 'medium term planning' displays that identify on a monthly basis areas of learning to be addressed for specific children. This means that staff are constantly aware if there are any gaps in children's progress to provide additional learning opportunities. All staff have very high expectations of what the children can achieve, and activities are highly engaging and interesting. Daily communication boards and parents regular access to their child's assessment records further promotes parent's excellent understanding of their child's stages of development. This ensures that parents are fully informed of all planning that is in place for their child so they can achieve the next steps in their development.

Resources within all rooms are placed at the children's level so they can access these with ease and move them around as their ideas unfold. This means that children have ample opportunities to explore, be imaginative and learn independently. However, there is scope to enhance further children's opportunity to access their own learning journey, to give them opportunity to look at themselves and recall previous activities as part of their learning.

Staff are skilled at knowing when to support children and when to allow them to learn on their own. Pre-school staff particularly allow the children plenty of choice and freedom to decide on how an activity will develop. For example, children spend time making intricate structures with the boxes in the 'imagination station' using material to cover the structure and extend their imagination as the material later becomes a cloak. Children focus on this, and many other activities for increasing periods of time. This helps them to develop their concentration skills. Skilful use of questioning by staff enables the children to incorporate many aspects of learning into one activity.

Staff talk to parents prior to children arriving, about their starting points and this information, combined with the key persons own observations are recorded into the children's tracking information. Staff observe children's activities, on a regular basis and use this information to evaluate their responses to individual learning experiences. As a result, well-documented learning journals record a clear picture of where children are in their learning and clearly identify where staff plan for children's next steps. This means there is a prompt response to individual child's learning needs.

Babies and young children are supported very well due to the vibrant and stimulating learning environment. A wide range of resources and equipment are at the children's level to enable them to make independent choice. Treasure baskets provide much interest as children use their senses to explore the different objects inside. Staff give utmost priority to safety to enable the children to move around as they roll, crawl and begin to walk. Children with English as an additional language are fully included and supported to enable them to participate in all activities. Staff take time to identify familiar words in their language and use visual prompts and timelines to help children settle and feel fully included. Numerous pictures, posters and books are displayed to reflect diversity and dual-language books help children to understand differences in print.

Activities to fully promote children's independence and provide them with excellent skills in preparation for their move into full-time school are carefully interwoven into all learning

experiences. Critical thinking and communication skills are particularly well supported as staff are very skilful in allowing the children time and encouragement to initiate conversations. As a result, children develop confidence and are able to actively contribute their ideas and thoughts. For example, staff ask the children to identify which foods are healthy as they feed the gorilla the 'unhealthy' foods. This game is further extended as they talk with more detail about why some foods are healthy and others not and link this to their physical development.

Children make rapid progress in their physical development as they are keen to be active outside and on the go in the innovative outdoor areas. Children have opportunity to be outdoors in all weathers and due to the rich, varied and imaginative area they are able to test out their skills in climbing, balancing on a rope bridge and using different muscle skills to develop their coordination. Overall, the nursery provides an excellent start to the children's learning journey and ensures that they are fully equipped with the skills required for their transition to school and next steps in their learning.

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

Children thrive in this warm and welcoming nursery. Each child is allocated a key person, with whom they form warm and close bonds. The key person is aware of the unique characteristics of each child, and form close relationships with parents and carers. They use information from parents successfully to ensure that the transition from home to nursery is handled with sensitivity and care. Children's transition into another room is managed smoothly, supporting children's individual needs. Key persons complete a 'here I come' form and take part in settling in visits prior to moving permanently. As a result, children are happy and confident in their new environment.

Children are extremely well behaved as they have freedom to do as they choose and follow their own interests. Throughout the day they maintain motivation and enthusiasm as they are engaged in a wide range of highly suitable activities with excellent resources. Expectations, daily routines and boundaries are very clear and consistent with all staff. As a result, children learn and play together extremely well. Their independence is very well promoted as they learn to tidy away toys and equipment at the end of the session and prior to lunchtime. This ensures that the environment is safe as children have easy access to the floor space. Children demonstrate that they feel safe within the nursery, as they approach staff with confidence asking for help when required. When playing outdoors they confidently negotiate climbing and balancing activities and use the equipment to manoeuvre around. Staff actively contribute to risk assessments, as they are keen to create enabling environments for the children. For example, equipment used in the baby room is checked to ensure it is suitable for the age and stage of development for individual use. This ensures that children remain safe at all times.

There are very good opportunities for children to learn about healthy lifestyles as they enjoy healthy home-cooked meals and regular nutritious snacks. This is based on a four week rota and takes into account cultural influences from around the world. Children thoroughly enjoy a pleasant social experience during lunchtimes and snack as they sit with their friends and staff. Staff focus extremely well on developing children's skills at meal

times as they sit appropriately alongside eat other at the table. Older children have ready access to their drinks of water and the younger children have frequent drinks offered in bottles or feeder cups. Children have excellent opportunities to learn about the local environment and people that help us. They regularly visit the local food shops, which enable children to buy the fruit and vegetables that they eat in nursery. This encourages children to be highly confident when outdoors and understand aspects of road safety. Younger children take great delight in using the 'walking six-seater bus' as they get ready for a trip outdoors. The nursery also has two mini buses, with designated drivers to ensure that children can visit facilities further afield. There is a high staff to child ratio, which ensures that children are very well supported. All staff are highly skilled at offering children explanations that help them to understand and manage their own risks, such as considering the needs of others and being mindful of the needs of younger children as they play.

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

A high priority is given to ensuring that all equipment used in this and the other nurseries in the group is age appropriate and used according to the manufacturers recommendations. Children are further safeguarded through high levels of supervision and staffing ratios, and a culture of assessing and minimising risk with children during activities. This ensures that all children enjoy a safe and secure environment.

Staff are fully supported by a first class management team that drives forward a wide range of improvements within the nursery group that provides children with continually increasing learning opportunities. The nursery management invests very heavily in their staff and ensure they access wide ranging training opportunities. Training sessions are provided via the nursery group's 'academy' which ensures new staff are fully trained and existing staff are constantly updating their skills. As a result, all staff are highly motivated and skilled in providing a stimulating and challenging environment in which children flourish. Staff are given specific roles and responsibilities in recognition of their skills and training. For example, all rooms have a senior room leader, as well as a unit leader for woddlers, toddlers and pre-school. The induction and recruitment of new staff is extremely robust, ensuring that all staff are suitable to work with children and they are confident in implementing nursery policies. Regular staff meetings enable staff and the management team to discuss how they can consistently improve activities and meticulously tailor these to meet the needs of individual children, across the nursery and the group as a whole.

Excellent partnerships have been established with parents and other agencies and these are a strength of the nursery. Parents speak with confidence about their child's development and how staff take time to share information in a variety of formats. There are excellent partnerships with external agencies as the nursery seeks to constantly improve the service provided to children by sharing positive practice with other early years settings. Effective links with schools where nursery children will eventually transfer helps parents feel thoroughly supported when children start at their new school. Frequent exchange visits with schools ensure staff are well equipped with information about the child's new school and are very well informed about all aspects of the child's new

environment. As a result, staff provide exceptional support for children as they prepare to start school.

The management team ensures they are consistently vigilant about how effectively the nursery meets the needs of all children as they continually reflect on the activities provided for individual children. Staff are firmly focused on providing exciting learning experiences for all children. Self-evaluation and reflective practice is continually part of maintaining ongoing improvement.

All staff ensure that children are very well safeguarded. Security in the building is meticulously managed at all times with a full time receptionist and bio-metric systems and coded entry locks on all doors for entry into the nursery. Safeguarding is given high consideration during staff meetings as, staff discuss how they can further protect children and keep them safe at all times. Staff have attended safeguarded training and are fully aware of the signs and symptoms of possible abuse. Outings to the local community are managed extremely well. For example, older children wear 'Kids Allowed' t-shirts over their coats to make them easily identifiable and a high staff to child ratio is ensured which enables staff to keep children exceptionally safe and ensure all outings are a valuable learning experience.

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	EY309009
Local authority	Stockport
Inspection number	931742
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	185
Number of children on roll	242
Name of provider	Kids Allowed Limited
Date of previous inspection	22/04/2013
Telephone number	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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