

# Kidz Matter Day Nursery Limited

339 Oldham Road, Failsworth, MANCHESTER, M35 0AN

<b>Inspection date</b>	02/10/2013
Previous inspection date	07/12/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Teaching is rooted in a secure knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. Consequently, children make consistently good progress in all areas of their development.
- Babies and children are happy, settled and secure because they form close emotional attachments with their key person who knows them very well. This means that each child's individual needs are effectively met.
- Partnerships with parents, other early years providers and outside agencies are good. This ensures that children are given access to appropriate interventions and are well-supported in their transitions, both within the nursery and to other settings, including school.
- Leadership is very good and the staff team strive to achieve the best possible learning outcomes for children. Rigorous systems are in place for self-evaluation and action plans demonstrate staff's shared commitment to ensure continuous improvement.

### It is not yet outstanding because

- There are some missed opportunities to further extend children's learning through even more effective use of the outdoor environment.
- Staff do not always consistently provide meaningful writing experiences for children to help them further develop their very good literacy skills.

## 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 in all playrooms and the outdoor environment.
- The inspector held discussions with the manager and talked to children, staff and key persons throughout the inspection.
- The inspector looked at various documents, including a sample of policies and procedures, children's records, evidence of the suitability of staff and recruitment procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.

## Inspector

Julie Kelly

## Full Report

### Information about the setting

Kidz Matter Day Nursery Limited is a limited company and registered in 2011. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from the ground floor of a two storey building located in the Failsworth area of Manchester. All children have access to a large rear enclosed outdoor play area. There is a ramp access at the main entrance of the nursery and to the rear play areas.

The nursery is open Monday to Friday from 7.30am to 6pm for 51 weeks of the year. It supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are currently 132 children on roll, all of whom are within the early years age range. Children attend for a variety of sessions.

There are 27 members of staff employed in total to work directly with the children. Of these, 17 hold an early years qualification at level 3, five hold an early years qualification at level 2 and two are unqualified. The manager holds an early years qualification at level 7. There is one member of staff who holds Early Years Professional Status and one who holds an early years qualification at level 6. The nursery is a member of the National Day Nursery Association.

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

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

- extend opportunities for children to use outdoors for learning throughout the year and in a wide range of contexts, such as problem solving, risk taking or exploring nature
- enhance the educational programme for literacy further to enrich children's understanding of writing for a purpose, for example, by providing materials and resources, such as clipboards, message pads and shopping lists in all areas of learning.

### Inspection judgements

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

Teaching is effective and rooted in staff's secure knowledge of the Statutory framework for the Early Years Foundation Stage and a good understanding of how children learn. Staff consider children's individual interests and needs when planning activities and experiences, based on their knowledge of children's prior learning. They complete accurate and precise observations and assessments of children and use these effectively to plan purposeful, challenging activities that are tailored to meet their individual future learning needs. Children's progress is effectively tracked through a continuous assessment of their achievements to ensure they continue to make good progress. This means that any gaps in learning can be quickly identified and the appropriate interventions sought when necessary. Individual Education Plans are completed for children with special educational needs and/or disabilities, which clearly identify specific targets for future learning. Children's key persons, the nursery manager and Special Educational Needs Coordinator and outside professionals are involved in review meetings with parents, which successfully supports children and their families. As a result, all children consistently make good progress, including those whose starting points are below their expected levels of development.

Children's learning journal records are maintained to a high standard and contain a wide range of information, including photographs, detailed observations and lovely examples of their work. Their learning needs are significantly enhanced through strong, close and effective partnerships with parents. Staff value parents' input and share information about how they can help support their child's learning through simple activities at home. Parents are given daily feedback about what their children have been doing through conversations, daily diaries, termly parents' meetings and continual access to children's learning journal records. Staff are skilful at supporting children when they find tasks difficult and encourage them to think of different ways to do things, which helps them to develop their problem solving skills. In addition, this supports children to learn to persevere and persist with tasks they find challenging and effectively promotes a positive attitude to learning.

Staff place a strong focus on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development. As a result, children are well-prepared for their next stage of learning. Babies and children initiate their own learning through exploration and investigation of the indoor environment, which is effectively organised into areas of continuous provision. For example, babies have a wonderful time as they make marks and feel the texture of flour with their fingers and hands. Older children thoroughly enjoy opportunities to explore media and materials, such as dough, paint, water and sand. However, there is scope to make even more use of the outdoor area to provide further opportunities to enhance children's learning throughout the year and in a wide range of contexts.

Staff support children's personal, social and emotional development by teaching them to share and take turns and respect the feelings of others. They encourage them to cooperate and negotiate in their play and, as a result, they develop the skills, abilities and attitudes that prepare them well for school. For example, children pass toys to each other, build towers together and work collaboratively to make a fire engine out of a cardboard box. Babies develop good communication and language skills because staff intuitively 'tune in' to the individual sounds, gestures, words and facial expressions they use to

communicate. Staff repeat sounds back to them and use repeated words and phrases to help them develop their understanding of two-way conversation. Babies demonstrate their understanding as they say 'Oh, oh' when their toy falls on the floor. Staff use talk to describe what older children are doing by providing a running commentary as they play and introduce new words to extend their vocabulary. The use of story times and singing sessions successfully develops children's listening and attention skills. For example, toddlers are excited as they sing the 'jelly baby' song and eagerly wait for their turn to choose one to 'buy from the sweet shop'. Children who speak English as an additional language are effectively supported because staff work closely with parents to learn and use key words in their home language. The use of a structured phonics programme effectively supports preschool children to develop their knowledge and understanding of linking sounds to letters and hearing the initial sounds of words. However, staff do not always consistently provide children with opportunities for meaningful writing experiences in all areas of learning to further enhance their very good literacy skills.

Staff provide children with a wide range of opportunities, activities and experiences to promote their physical skills. For example, babies enjoy the freedom and space indoors to move, stretch, crawl and cruise along furniture. Staff encourage them to crawl as they place toys that excite them just beyond their reach. Good quality, low-level storage units support babies to safely cruise along the furniture. Older children develop large muscle control and coordination outdoors as they jump in and out of tyres, practise ball skills and ride an assortment of wheeled toys. Babies develop their small muscle control as they press buttons on interactive toys, turn the pages of a book and handle resources that they can squeeze, pull, suck and shake. Older children develop the fine manipulative skills they need to prepare them for writing as they thread bobbins and lace cards, use scissors and build models with a range of construction toys made of wood and plastic that fit together in different ways.

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

The key person system is well-embedded and highly effective. Staff are extremely caring, skilled and sensitive and support babies and children to form strong, secure emotional attachments. Children's faces light up as soon as they see their key person and their behaviour demonstrates that they are happy, content and feel safe and secure within the environment. Key persons are responsible for meeting the care needs of their key children. For example, they change their nappies, feed them and spend quality one-to-one times together when they share cuddles, look at books and play finger rhymes. As a result, their physical and emotional well-being is well-promoted.

The arrangements for supporting children as they move from home to the provision are carefully planned with parents, to meet each child's individual needs. Through close links with parents, changes are discussed and plans updated to reflect the alterations in the child's overall development, especially across the prime areas of learning. Children settle well in the nursery because staff ensure that they have detailed information from parents about their, likes, dislikes, comforters and daily routines. This information is gathered

initially from parents on induction and, subsequently, by knowledge gained from staff's detailed observations of the children. The settling-in procedure enables children to take the time they need to feel safe and secure within the environment and supports parents to confidently leave their children with their key person. Children separate from their parents on arrival with confidence and demonstrate their sense of security as they explore the environment and resources independently. The friendly and reassuring staff reinforce the fact that children are valued, which in turn enhances their emotional well-being. Effective systems are in place to support children as they move rooms, such as discussions with new key persons, sharing children's developmental progress reports and settling-in visits. Consequently, children experience continuity and consistency of care and learning.

Children are aware of the importance of a healthy diet and talk about healthy foods as they eat their snacks. Staff teach them about the importance of eating healthily through discussions and topic work. Children enjoy a variety of nutritious snacks and meals, including fresh fruit, vegetables, rice and pasta dishes. Mealtimes are social occasions when babies interact with each other and learn to feed themselves, with the caring support of their key person. Information about children's eating habits and allergies are gathered from parents on entry to ensure their individual dietary needs and preferences are met. Older children demonstrate high levels of independence as they give out plates and cutlery, serve their meals and attend to their own personal care needs in readiness for school. Children explore their environment with confidence and begin to learn about safety and assess any risks. Staff teach how to keep themselves safe through discussions about road safety and visits from the fire service help them to understand about the dangers of fire. Children demonstrate their good understanding of the safety rules as they explain that they 'need to use scissors carefully' and that they 'cannot run inside because they might fall'.

Staff help children to manage their behaviour as they explain about sharing, distract children with other resources and talk about how their actions affect the feelings of others. Pre-school children help staff to devise the 'golden rules' and demonstrate their understanding as they proudly say, 'we need to have kind hands'. Staff are fully aware of the need to manage behaviour at an appropriate way that is relevant to individual children's ages and stages of development and their level of understanding. Any minor disagreements are managed calmly and sensitively and children are encouraged to think of ways to resolve the situation themselves. As a result, children's behaviour is consistently good. Staff role model good hygiene practices and ensure that surfaces, floors, resources and equipment are maintained and cleaned to a high standard. Children learn about the importance of washing their hands after using the toilet and before eating to remove germs, as they prepare for meal and snack times. Babies and children have daily access to outdoor play to access regular fresh air and exercise and the provision of quiet, cosy areas within the indoor environment give them opportunities to rest and relax. Consequently, children's health and hygiene is successfully promoted, which in turn has a positive impact on their physical and emotional well-being.

Children's transitions to school are well-supported. Reception class teachers are invited into the nursery to share information about children's learning and detailed transition documents are completed to pass on to school. As a result, children are well-supported as they move on to the next stage in their learning.

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

The manager takes responsibility for overseeing the educational programme and ensuring its effective implementation. This ensures that children have access to a broad and balanced curriculum that covers all seven areas of learning. Furthermore, she oversees and regularly checks children's learning records to ensure that they are up-to-date and that observations and tracking accurately reflect children's learning and progress. Through robust support systems, such as peer observations and role modelling, staff are expertly guided in their practice to achieve the high aspirations of the manager and senior management team. The Early Years Professional is deployed effectively to mentor, support and guide less experienced staff and is highly successful in bringing about changes that will improve learning outcomes for children.

Staff have a good knowledge and understanding of how to protect and safeguard children and policies and procedures are known by all staff and implemented consistently. They have all attended safeguarding training and this continues to be updated to ensure they strengthen their knowledge, understanding and skills in this area. Staff are fully aware of their safeguarding responsibilities and know what to do and who to contact in the event of a cause for concern. An effective and detailed set of risk assessments, which have recently been added to and reviewed, and daily checks of the indoor and outdoor environment ensure that children can learn and play in complete safety. Staff are deployed effectively to ensure that children are supervised at all times and ratios are consistently met. Extensive security systems, such as a camera intercom and fingerprint identification, ensure that children are protected from unwanted visitors.

The manager and staff team are passionate and committed to their work with children and this is reflected in their enthusiasm and the enjoyment they demonstrate when interacting with the children. Priorities for improvement are clearly identified through the robust self-evaluation process and consistent monitoring of the environment. Staff make good use of the local authority Quality Assurance Scheme entitled 'Journey to Excellence', which is effectively used as a valuable tool to assess current practice and prioritise areas for future development. These are well-documented on detailed action plans, which clearly show the staff's shared vision of how the nursery will continue to improve. Staff constantly reflect on their practice to ensure they continue to develop, as they strive to provide the best possible care and education for all children. The manager ensures that all staff have ample opportunities for further training, which is discussed at appraisal meetings and that any mandatory training is updated as required. Close links with the local authority, along with the knowledge and experience of the highly qualified manager, means that staff can access 'in house' training. This means that they can benefit from the expertise of others to further improve their practice. Consequently, staff continue to develop and update their knowledge, understanding and skills, which has a significant impact on children's overall learning and development.

Partnerships with parents and external agencies are exceptionally strong and make a significant contribution to meeting children's individual needs. Relationships with outside professionals, such as speech and language therapists and educational psychologists are extremely good. Consequently, all children receive the appropriate support and interventions they need and no child is disadvantaged. Close monitoring of all children's progress throughout the nursery, ensures that gaps in learning are swiftly identified. This demonstrates how the nursery is closing the achievement gap of vulnerable groups of children. Parents have access to a wide variety of organisational policies and procedures and information about what to do and who to contact if they have any concerns. The use of home link sheets, along with opportunities for parents to share verbal information with friendly, approachable staff, ensures that there are strong relationships between the home and the nursery.

Parents are highly complimentary about the nursery and the staff and the care and education their children receive. They say that 'the whole ethos of the nursery is based on the needs of individual children' and that staff are 'warm friendly and approachable'. Parents are especially appreciative of the information they receive about their children's learning and development and how they can help support their children's learning at home. They comment that children 'make good progress in their learning and development' and are 'happy and excited as they enter the nursery'.

### **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>	EY430969
<b>Local authority</b>	Oldham
<b>Inspection number</b>	937729
<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>	80
<b>Number of children on roll</b>	132
<b>Name of provider</b>	Kidz Matter Ltd
<b>Date of previous inspection</b>	07/12/2011
<b>Telephone number</b>	07739981618

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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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