

Kids Around the Clock @ Woodhouse Park

Woodhouse Park Sure Start, Dinmor Road, MANCHESTER, M22 1NW

Inspection date	27/02/2014
Previous inspection date	Not Applicable

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		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 good knowledge and understanding of children's learning and development needs. Staff provide good levels of challenge which are appropriate for the children's age and stage of development to help them progress well.
- The management team clearly have drive, passion and enthusiasm for future improvements and seek advice from the local authority and wider agencies as and when required, in their endeavour to improve outcomes for children.
- The staff and managers have a good understanding of safeguarding procedures. There are good monitoring systems in place which contribute to keeping children safe and secure.
- Highly positive relationships with parents are developed through effective induction and frequent communication. Information is continually gathered and exchanged for the benefit of each child's continual care, learning and development.

It is not yet outstanding because

- There is scope to improve the organisation of some of the play materials to further enhance the opportunity for children to make independent choices in their play.
- There is scope to develop children's mathematical skills further by incorporating all aspects of number, shape, space and measure into daily routines and activities.

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 in all rooms within the nursery. The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and owner.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector had a tour of the nursery with the manager.
- The inspector sampled documentation, including children's assessment records, planning documentation, evidence of staff suitability and qualifications and children's learning journals.

Inspector

Joanne Ryan

Full report

Information about the setting

Kids Around the Clock @ Woodhouse Park Nursery was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Woodhouse Park Children's Centre in the Wythenshaw area of Manchester, and is managed by Kids Around the Clock Limited. The nursery serves the local area and is accessible to all children. It operates from two playrooms each with their own outdoor play area. The nursery employs 16 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2, 3 and 4, including the manager who is working towards her level 5.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 7pm and children attend for a variety of sessions. There are currently 90 children attending who are in the early years age group. The nursery provides free early education for two-, 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:

- review the arrangement of the resources to ensure that all materials are easily accessible to allow children to always follow their ideas in play
- enhance the opportunities available for children to develop their skills in mathematics through the daily routine and activities to enhance their learning and to enable them to make best progress.

Inspection judgements

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

Staff observe children and build upon children's interests and experiences to construct exciting and interesting activities, indoors and outdoors, to stimulate children's imagination and extend their learning. The tracking of children's progress is rigorous. As a result, gaps in children's learning are identified early and action is taken to secure support where appropriate. Where children's starting points are below those of other children of their age, assessment shows they are improving consistently and the gap is closing. Staff and parents meet initially to establish what children can already do and they discuss children's progress in all areas of learning and plan next steps together frequently. Therefore, parents are fully involved in planning children's progress and are able to support them, to continue children's learning at home.

The quality of teaching is good because staff have a secure knowledge of how children learn. Staff engage well with the children and support their involvement in activities. For example, during a dance activity staff support children in naming and pointing to parts of the body. Staff support children's personal, social and emotional development as they play a game where they pull faces of different emotions. Children are developing their skills in using technology as they use tablet computers to design pictures in the creative area. Staff extend children's creativity skills by encouraging them to make models using a range of materials. Children have continuous access between indoors and outdoors which means they can play where they learn best. Children develop their physical skills by riding bikes and judging distance and speed, and they extend their social skills by riding dual bikes together. Staff support children with English as an additional language through multicultural resources, as well as developing good links with the families. As a result, children develop confidence and make good progress towards the early learning goals.

Children are well supported in communication, language and literacy, through an environment indoors and outdoors which is rich in print. Each room has a comfy book area that is well stocked with age-appropriate, good quality books. Children are confident in selecting books and look at books independently as well as sharing them with adults. As a result, children are developing the skills and attitudes to prepare them for their next stage of learning, such as moving on to school. Staff support children's learning well by following their lead. For example, staff and children use magnifying glasses to hunt for bugs in the garden. Upon finding a snail shell they bring it indoors and draw pictures of it discussing what snails eat and what the shell feels like which promotes their understanding of the world. Staff give some support to children's mathematical awareness through popular games. For example, staff draw a hopscotch on the floor with chalk and say the numbers out loud as children jump from one square to the next. However, this area of learning has been identified as the one where children make the least progress.

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

The nursery has a good key person system in place which enhances all aspects of children's development. Children are settled and happy in the nursery, exhibiting a strong sense of confidence. Children have secure relationships with staff. For example, every day before lunch children split into key groups and take turns choosing an object out of a box which the group then sing a song about. The nursery has considered the needs of the parents and families carefully and offer flexible provision, such as collecting children from their homes and dropping them off. The nursery offers settling-in visits recognising the importance of children's emotional well-being and children start when they are ready. The nursery has arranged training for parents in areas where they have identified a need; this is building excellent relationships between the nursery and families which impacts positively on the children.

Children have good levels of self-esteem and take pride in their achievements as staff offer them regular praise and encouragement which also supports their good behaviour. This is further enhanced by the display board where children can independently display their work to show to their friends and parents. Children are learning about safety by

taking part in regular fire drills. Staff and children build a track out of large bricks which they then balance along allowing them to develop their understanding of risk. Staff deploy themselves well into different areas in order to support children's emerging interests. Staff have high expectations and children develop their self-care skills through accessing drinking water and serving their own lunch. Very young children wash their own hands using face cloths at appropriate times throughout the day. The environment is bright and arranged in learning areas. All the areas have low-level storage which allows children to independently access the resources. However, in a few areas resources are not easy to find. For example, in the role-play area staff have created wallets of information which children can get out and display on the wall. These include information about fire and the dentist. However, the resources to support this are mixed within the home corner materials so cannot be easily accessed to extend children's ideas.

The nursery has a designated cook who prepares freshly made food on the premises each day. Children's dietary requirements are identified and catered for. Menus are varied and include fresh meat and vegetables on a daily basis. Babies are supported through weaning as food is pureed according to individual needs. Children have daily opportunities to be physically active in the outdoor area and brush their teeth in the nursery, all of which contributes to a healthy lifestyle. The open-plan layout allows children to see the next room daily which prepares them well when the time comes for them to move to the next room. As children transition to the next room they are supported by having short visits, getting to know their new key person, before longer sessions develop into a full day in the new room. There are also appropriate systems in place to share information when children transfer to school and other settings.

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

Safeguarding practice is good. Staff have comprehensive knowledge of safeguarding procedures and the signs and symptoms of abuse, therefore, children are well protected in the nursery. Staff are clear on the procedures to follow should they be concerned about a child's welfare or an allegation be made against a member of staff. All staff have attended safeguarding training and are aware of appropriate contacts for further advice. Well-organised systems are in place for recruitment and selection, supported by an effective induction procedure. Performance management systems are in place, such as appraisals and supervisions which allows managers to check that staff remain suitable to work with children. Safeguarding practices are in use. For example, staff mobile phones are locked away safely and there are magnetic locks on all entry doors.

The progress children are making is closely monitored as the management team has successfully implemented procedures for tracking children's progress. This means that all children are supported to make consistently good progress in their learning and development. The manager collates data about progress children have made and uses this to identify the areas where children have made least progress. The current data shows children make least progress in mathematics. Therefore, there is scope to enhance staffs' skills in promoting all areas of mathematics through a more sharply focussed approach to the daily routine and activities. The management are very supportive of continuous

professional development and staff have the opportunity to attend multiple training courses to update and refresh their knowledge. Management, staff and parents work together to evaluate all aspects of the provision and the manager demonstrates a good knowledge of the nursery's strengths and areas for improvement.

Positive relationships between staff and parents ensure that children's needs are met. Discussions with parents highlight their satisfaction with the service provided. The nursery has a daily parent forum which can cover any topic relevant to the needs of the parents and nursery. The manager and staff are committed to partnership working with outside agencies, and attend meetings with health professionals to ensure children with special educational needs and/or disabilities are effectively supported in their learning and development. If children are cared for by two providers at the same time the nursery shares information by providing the other setting with summary information on children's stages of learning on a regular basis. As children prepare to move onto school staff invite school teachers into the nursery and complete a transition document. This means that children receive good support as they move between providers, as all carers are aware of children's current developmental stage.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY469147
Local authority	Manchester
Inspection number	934038
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	90
Name of provider	Kids Around The Clock Limited
Date of previous inspection	not applicable
Telephone number	01619980579

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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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