

# Kids Allowed Stockport

187 Buxton Road, STOCKPORT, SK2 7AA

## Inspection date

Previous inspection date

04/02/2014

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

1

Previous inspection:

Not Applicable

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

- All children's individual learning needs are exceptionally well met, as staff accurately observe and assess them, in order to plan sharply focused activities for the next steps in their learning. This means that they make rapid progress from their starting points.
- Children experience a wealth of exciting and challenging activities and develop their own learning styles in stimulating, enabling environments. This means that they consistently demonstrate the characteristics of effective learning.
- Key persons are highly skilled and sensitive and help children to form exceptionally strong emotional attachments and feel very secure within the setting.
- Staff have an excellent understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. The rigorous implementation of robust policies and procedures successfully promotes children's safety and well-being.
- The innovative and inspirational leadership of the manager means that all staff have excellent opportunities to further their professional development and children receive high quality learning experiences.
- Partnerships with parents, other early years providers and external professionals are exemplary and make a significant contribution to meeting the needs of all children. Transitions in and out of the setting are exceptionally well organised to promote continuity of care and learning.

## 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 carried out a joint observation with the manager.  
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

Kids Allowed Stockport was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built premises in Stockport and is one of five nurseries managed by the same limited company. The nursery serves the local area and is accessible to all children. It operates from eight rooms on two floors with lift access. All age groups have access to an enclosed area available for outdoor play.

There are currently 132 children on roll, 129 of whom are within the early years age group and three are children aged five to eight years who attend before and after school and during school holidays. The nursery employs 29 members of childcare staff. The manager and two additional members of staff hold Qualified Teacher Status. There is one member of staff who holds an early years qualification at level 5, two who hold an early years qualification at level 4 and 14 who hold an early years qualification at level 3. Four members of staff hold an early years qualification at level 2 and five are unqualified.

The nursery opens Monday to Friday all year round, from 7am to 6pm except for Bank Holidays and one week at Christmas. Children attend for a variety of sessions. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery is a member of the National Day Nurseries Association.

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

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

- continue to consolidate the systems to evaluate and monitor practice to ensure the outstanding practice already achieved is sustained and consistently improved upon.

### Inspection judgements

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

Children thrive and are highly motivated to learn as they participate in challenging activities designed to capture their imagination and interests, in this exceptionally high quality nursery. As a result, they consistently demonstrate the characteristics of effective learning. Babies and children demonstrate a strong exploratory impulse, which is significantly enhanced because staff provide a wealth of interesting resources and materials for them to investigate. For example, babies explore an extensive range of resources to investigate using all their senses, such as black and white objects, textured materials, mirrors, pots, pans, colanders and whisks and wooden containers filled with

coloured liquid. Older children have a wonderful time as they find worms and insects and make pies and cakes in the outdoor 'mud kitchen'. Teaching techniques are consistently very strong across the nursery and successfully reflect children's interests. Furthermore, staff have a superb knowledge of the Early Years Foundation Stage and how children learn, which is evident as they support children's learning throughout the day. Plans link to individual learning for each child and are flexible to take account of children's interests and spontaneous ideas. For example, children's interest in sand play is skilfully used to plan activities that will support their learning and development. Staff develop and extend children's learning as they explore what happens when they add water to dry sand and discuss mathematical concepts, such as heavy, full and empty.

Staff place an extremely strong emphasis on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development. As a result, children gain the skills, abilities and attitudes that provide them with a firm foundation for their future learning. Staff teach children to play cooperatively, take turns, share resources, and collaborate in their play. Children's communication and language development is promoted exceptionally well because staff use a running commentary to describe what children are doing, give them time to answer questions and introduce new words and repeated phrases to extend their vocabulary. Staff intuitively 'tune in' to the individual sounds babies use to communicate, which effectively develops their understanding of two-way conversation. As a result, children are confident communicators. Staff provide children with a wealth of opportunities to develop their physical skills, both indoors and outdoors. Babies have room to move, crawl, stretch and reach, pull themselves up to a standing position and cruise along furniture. Older children develop their large muscle control and coordination as they ride wheeled toys, balance on wooden bridges and use climbing equipment. Children with special educational needs and/or disabilities are extremely well supported because staff work extremely closely with parents and external professionals to ensure their individual needs are met. Staff support children who speak English as an additional language exceptionally well because they learn and use key words in their home language to help develop their understanding of English.

Staff undertake purposeful observations and assessments that highlight individual interests and preferred learning styles. This information is used exceptionally well in conjunction with their home experiences and is translated into individualised planning that clearly identifies each child's next steps in learning. Children's learning journal records 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, which are clearly linked to the seven areas of learning. Highly effective systems in place for tracking children's progress ensure that any gaps in learning are quickly identified and external interventions can be sought if necessary. Practitioners work extremely closely with parents from the point of entry. They obtain detailed information to establish what children can do and define initial targets linked to the seven areas of learning. Parents can access their children's learning journals at any time. They are provided with record sheets to share significant experiences, interests and their observations of their children's progress at home. This enables staff to plan activities that build on their existing knowledge and past experiences. Parents are kept fully informed of their children's progress through the provision of twice yearly meetings. They

have the opportunity to talk to key persons and staff about what their children have been doing throughout the day as they collect their children. Parents are helped to support their children's learning at home as staff talk to them about simple activities they can do, such as reading stories, singing rhymes and counting in everyday situations. The outstanding partnership between the nursery, parents and other providers ensure children's needs are quickly identified and exceptionally well met. The highly successful strategies in shared learning ensure children experience continuity of care and education. Furthermore, they are fully supported with the transition process as they move on to the next stage in their learning and eventually, school.

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

Children's emotional well-being is extremely well supported. They share very positive relationships with the highly skilled staff, who are caring and sensitive to each child's individual needs. Staff spend time talking to parents in detail about their children and provide a settling in process to make sure every child feels especially secure. Staff are always nearby to offer support and encouragement, resulting in children being confident to try new things and fully participate in the exciting activities the nursery has to offer. They encourage children to persevere with tasks they find difficult and recognise, enjoy and share children's achievements, which successfully promotes their confidence and self-esteem. Staff use visual timetables to help children feel safe and secure and become familiar with nursery life. Children are able to move up to the next rooms with a great deal of confidence. The key person shares detailed information regarding the child's needs and interests with the staff in the next room to enable children to settle quickly and promote continuity of care and learning.

Children learn about positive eating habits and discuss healthy foods that help their bodies grow. Children are provided with healthy snacks and home-cooked, nutritious meals, which are carefully planned to ensure children eat a balanced diet. Staff ensure that children enjoy a wealth of opportunities for physical exercise and fresh air and that they can also use quiet, cosy areas where they can rest and relax. For example, children move freely between the indoor and outdoor environment and enjoy snuggling up on comfortable chairs and cushions to look at books and play quietly. Staff role model excellent hygiene practices, such as teaching children the importance of washing hands to remove germs and disposing of used tissues in the bin. Children are given every opportunity to develop their independence and self-care skills. For example, babies learn to feed themselves with the sensitive support of their key person. Older children competently find their own coat peg, put on and take off their coats and aprons and wash and dry their hands.

Staff consistently give the highest priority to the safety of children and effectively support them to develop their understanding of how to keep themselves safe. Children display high levels of confidence with day to day routines and understand the procedures in place to ensure they are kept safe. For example, they know that they have to use scissors carefully and stay away from the doors when they use the lift. Children learn about expected levels of behaviour from the very positive role modelling of staff and from each

other. Their behaviour is exemplary because staff provide them with clear and consistent boundaries and help them to learn to manage their own feelings. They are involved in developing nursery rules and know to be kind to each other. Staff teach children to understand how their behaviour affects others and to think of ways they can help children feel better. Minor disagreements are managed sensitively and calmly in a way that is appropriate to individual children's level of understanding. Behaviour strategies are clearly shared with parents for consistency at home.

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

Staff place the highest emphasis on safeguarding children and ensuring they are protected from harm. Staff receive regular, updated training in safeguarding and have an excellent understanding of procedures so that they can manage any concerns they may have about a child's welfare or the behaviour of any member of staff. As a result, children are kept safe within the nursery. An extensive range of policies and procedures successfully underpin daily practice and are available to parents. They are continually reviewed and discussed at staff meetings and are regularly updated. Accurately maintained records also ensure children's welfare is meticulously protected. Security systems, such as fingerprint recognition access to the building and keypad locks on doors ensure that children are protected from unwanted visitors and cannot leave the premises unsupervised.

Extensive risk assessments for all areas of the building, the outdoor area and resources ensure children's safety remains paramount. In addition, detailed records and risk assessments are in place for outings, including identifying and minimising potential hazards prior to the visit. Outings are meticulously planned to ensure children are safe and that ratios are met. This means that children can enjoy the benefit of experiences within the local community in safety. Robust recruitment and vetting systems ensure all adults working with children are safe and suitable to do so. Highly effective supervision of new staff and the rigorous induction process ensures that they effectively develop their knowledge and skills, quickly become familiar with the policies and procedures and understand their roles and responsibilities. There are effective systems to monitor staff's ongoing suitability and regular observations from the manager ensures this practice consistently maintains children's safety and well-being. Staff are encouraged to share their expertise and skills with each other and carry out peer observations to critically reflect on their practice. The nursery promotes a culture of mentoring and coaching to enable staff to continue to learn and progress in their roles as early years practitioners.

Staff are provided with excellent opportunities to further develop their knowledge and skills through attending training course which are needs-led. For example, the Special Educational Needs Coordinator attends further training to strengthen her expertise to enable her to provide additional support for less experienced staff. The manager has an exceptional knowledge of the educational programmes and consistent and highly accurate monitoring ensures that children experience a broad and balanced curriculum. He is highly qualified and his knowledge and skills are successfully used to expertly guide the staff

team. Systems for monitoring educational programmes, individual planning and assessment are robust, so that children receive a rich and varied learning experience based on their individual needs. As a result, they make excellent progress in relation to their starting points. The highly precise system for monitoring assessments and tracking children's progress means that the achievement gap is rapidly closing.

Self-evaluation is rigorous and highlights the strong emphasis on maintaining high levels of achievement for all children. The manager and staff team are passionate and totally dedicated to their work with the children and consistently strive to provide the best possible care and education. They have extremely high expectations and are fully committed to improving learning outcomes for all children. Staff continuously reflect on their practice, evaluate the environment and the resources provided to ensure children's individual development needs and changing interests are met. The nursery receive excellent guidance and advice from the highly knowledgeable owner of the nursery who has high aspirations for staff and children. Parents and children are involved in the self-evaluation process through regular discussions and their views are listened to and acted upon.

The manager is fully aware that self-evaluation is an ongoing process and continues to consider the best way to consolidate the process in order to continue to sustain and improve the already outstanding practice. Children's needs are exceptionally well met through highly effective partnerships with parents. Staff work extremely closely in partnership with external agencies and professionals to ensure children receive the appropriate support they need. Highly complimentary parental feedback highlights that they are delighted with the nursery and the care their children receive. They state that the settling-in process works very well, children are safe and secure and have a wonderful relationship with their key person. Parents say that their children have made excellent progress since they started. They appreciate the feedback they get from staff on a daily basis about what their children have been doing. Parents feel that staff concentrate on the needs of each individual child and are friendly and approachable.

### **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

<b>Unique reference number</b>	EY468337
<b>Local authority</b>	Stockport
<b>Inspection number</b>	949352
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	64
<b>Number of children on roll</b>	132
<b>Name of provider</b>	Kids Allowed Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01614346555

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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