

Kiddi Days Day Nursery

Claremont Sure Start, Claremont Road, MANCHESTER, M14 7NA

Inspection date

Previous inspection date

14/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- The educational programmes are interesting and challenging and are planned to cover the seven areas of learning and development. As a result, individual children's learning needs are being met well.
- The key person system supports children to form attachments and bonds with practitioners, therefore, their emotional well-being is appropriately supported.
- Systems for monitoring planning and assessments are consistent and precise. As a result, individual children and groups of children with identified needs are targeted and appropriate intervention is sought.
- Most practitioners have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage.

It is not yet good because

- Strategies for managing behaviour are not always consistent throughout the setting. Consequently, not all children are learning about positive behaviour.
- Systems for monitoring staff performance sometimes lacks focus. As a result, inconsistencies in the quality of practice are not always identified quickly enough.
- Strategies to engage parents to promote learning at home are not always fully effective at reaching all parents and partnerships with the local schools have yet to be established to best support children when they make the move there.

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 the indoor and outdoor environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager.
- The inspector looked at observation and assessments records of the children.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the providers self-evaluation and improvement plan.
- The inspector took account of the views of the parents spoken to on the day of the inspection.

Inspector

Suzanne Fenwick

Full report

Information about the setting

Kiddi Days Day Nursery was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and is one of four settings owned by the same individual. It operates from Claremont Sure Start Children's Centre, which is situated in the grounds of Claremont Primary School, Rusholme, Manchester. The nursery serves the local area and is accessible to all children. It operates from two rooms and one large room is subdivided for older and younger children. There is a fully enclosed area available for outdoor play.

The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and one at level 2. The nursery is supported by a Kiddi Days quality assurance manager who holds Early Years Professional Status. A cook is also employed. The nursery opens Monday to Friday all year round except bank holidays. Hours of opening are from 7.30am until 6pm. Children attend for a variety of sessions. 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure systems for managing behaviour are consistently positive throughout the setting and that all practitioners are supported and trained on appropriate behaviour management techniques.

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

- improve current systems for engaging all parents to promote children's learning at home.
- ensure that systems for monitoring staff performance are rigorous and focus on the quality of practice and ensure poor performance is identified promptly
- extend partnership working with other professionals, for example, at the local schools, to enhance continuity for children when they transfer.

Inspection judgements

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

The indoor and outdoor environment throughout this nursery is organised into areas of continuous provision which are exciting and motivating. These are effectively linked to the seven areas of learning and development. There is a range of resources which are accessible to all children, enabling them to independently select what they want to play with. For example, children enjoy exploring with filling and pouring using different containers in the water tray. Children are learning through interesting and challenging activities which have been planned well to meet the individual needs of each child. As a result, children are gaining a good range of skills to support their future learning, for example, when they go to school. Practitioners have a good knowledge and understanding of the Early Years Foundation Stage and how to promote learning and development. The overall quality of teaching across this nursery is good. For example, children join a practitioner in the cosy book area where they share a story from a 'story basket' and enjoy using the props, such as puppets, which support the story. The practitioner uses skilled and open-ended questions during the story to support the children's learning, such as 'what noise does this animal make?'

Each child has their own 'learning journey' which is maintained to a good standard and contains observations, planning and assessments of the children throughout their time at this nursery. Practitioners support children's learning and development based on accurate initial assessments, which are gathered on entry and ongoing assessments, which they use effectively to get to know the children's interests and learning styles. As a result, practitioners plan children's next steps in learning which are suitably challenging and meet the individual needs of each child. Practitioners support many children who speak English as an additional language by modelling vocabulary and sentences as well as using non-verbal communication, such as, signs and gestures. Therefore, children are progressing well towards the early learning goals, given their starting points and some make exceptional progress in the development of their spoken English when this is an additional language. Practitioners provide the children with a wide range of opportunities, activities and experiences to promote their physical skills. For example, they develop their small muscle control as they are provided with play dough and a variety of resources to support them to cut, roll and shape the dough. Children enjoy playing with the sand and explore the texture with their hands. There is a large outdoor space for all children to access where they enjoy the opportunity to move around the area in different ways throughout the session.

The key person system effectively supports parents to contribute to their child's initial assessment on entry to the nursery. However, strategies for engaging parents to promote children's learning at home are not highly effective. This does not help enhance and support children's learning at the setting so that they achieve the best possible progress.

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

The key person system ensures that children are making attachments and bonds with the practitioners and that their emotional well-being is consistently supported. Practitioners greet and welcome children and their parents into this nursery, which ensures that the children feel valued and cared for, and that relationships with parents are forming well. Parents state that they are happy with this nursery and feel that the practitioners are meeting their child's care needs. Children are cuddled and comforted if they are upset and spend time with their key person engaging in activities, such as, snack and mealtimes. The process to help children settle into nursery is effective. The settling-in period is tailored to meet the individual needs of each child. Children's transition into the nursery is supported by a visual time-line, which clearly supports children to understand the daily routine. Parents complete a registration form and 'all about me' form for their child upon entry, which provides the practitioners with detailed and meaningful information about the child's care routines, health requirements, allergies, special dietary needs and food preferences. As a result, practitioners are able to support children's care needs on entry to the nursery.

Practitioners are well deployed within this nursery and most practitioners provide children with clear guidance and positive reinforcement about what is acceptable behaviour. However, some practitioners do not use positive behaviour management methods. Therefore, not all children are being effectively supported to manage their own behaviour and are not learning the importance of being kind to each other. Children are not always effectively supported to develop an understanding of how to keep themselves safe within the nursery and positive behaviour. As a result, children's behaviour can at times be disruptive and puts them and others at risk.

Children are being encouraged to be independent and manage their own personal care needs where appropriate. For example, practitioners support older children to go independently to the toilet and wash their own hands thoroughly without needing to be prompted. This is achieved through the use of simple rules and posters which support the children to follow instructions. The nursery provides children with healthy and nutritious food. Practitioners ensure that all mealtimes within this nursery are sociable and the key person sits with the children and supports them to serve themselves. Consequently, children are developing skills to make their own decisions. Practitioners are beginning to demonstrate the importance of healthy eating and are using this time well to talk to the children about the different foods which they are eating. Therefore, children are developing a reasonable knowledge of different food choices. Children have open access in all weathers to the outdoor area where they have regular daily exercise. As a result, children are encouraged to make their own choices about where they want to play and learn.

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

Most practitioners have an acceptable knowledge and understanding of how to safeguard and protect children. However, there are some inconsistencies in the practitioners' knowledge and understanding of how to deal with behaviour appropriately. Practitioners are aware of their responsibilities and know what to do and who to contact in the event of

a cause for concern regarding child protection. Policies and procedures are concise and known by all practitioners who sign to confirm they have read and understood these. Several practitioners have attended appropriate safeguarding training with the Local authority and others have attended in-house training. Risk assessments and daily checks of this nursery are thorough, which ensure that children are well protected within a safe and secure environment. Qualified and experienced practitioners are effectively deployed throughout the nursery. As a result, children are constantly well supervised and supported with their learning and development. There is a robust recruitment and selection process in place. As a result, they have recruited a team who are experienced and well supported within the nursery. Appropriate checks are carried out on all adults who work directly with children to ensure they are suitable. There is an induction procedure in place for new practitioners and students to ensure they are fully aware of their roles and responsibilities.

The manager has a generally good knowledge of the Early Years Foundation Stage and their responsibilities in meeting both the welfare requirements and the learning and development requirements. The manager is well supported by the nursery's area manager and quality assurance manager. The manager takes responsibility for monitoring and reviewing the children's learning journey records to ensure they are up-to-date and that observations and assessments of children are accurate and reflect their age and stage of development. The manager sets high standards for the quality of the provision. The manager regularly reflects on the practice and provision and with the support of the quality assurance manager is identifying and setting appropriate actions and striving to achieve these to ensure that the nursery is continuously improving. The manager has implemented new systems for planning children's next steps in learning to provide practitioners with more flexibility. The manager carries out regular observations of the practitioners and provides feedback which supports their continuous professional development and identifies training needs. However, these systems are not always effective in monitoring the quality of practice to ensure that this is consistent and that poor performance is identified immediately.

Practitioners understand that developing relationships with parents and other external agencies has a significant impact on the children's learning and development and the care which they provide. Practitioners are beginning to build positive partnerships with parents through taking time each day to discuss their child's experience and care needs. However, the current systems for engaging parents in their children's ongoing learning and development are not yet highly effective. The nursery operates an open door policy where parents are invited and welcomed into the nursery on a daily basis. There are effective partnership working arrangements between this nursery and the adjoining children's centre. However, systems for developing relationships and links with local primary schools are not yet established. As a result, children are not being fully supported and prepared for the transition from this nursery to school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that children's behaviour is managed in a suitable manner by all practitioners (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner by all practitioners (voluntary part of the Childcare Register).

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	EY470076
Local authority	Manchester
Inspection number	950626
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	35
Number of children on roll	51
Name of provider	Kiddi Days Ltd
Date of previous inspection	not applicable
Telephone number	01612278222

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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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