

Wow Kids

29 Cleggs Lane, Little Hulton, MANCHESTER, M38 9WU

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| Inspection date | 27/03/2014 |
| Previous inspection date | 30/07/2013 |

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| The quality and standards of the early years provision | This inspection: | 3 |
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The quality and standards of the early years provision

This provision requires improvement

- Children's emotional well-being is nurtured as the key person system ensures that children receive relevant support and consistency of care. Practitioners are loving and attentive to children's individual needs. As a result, children feel safe, secure and are happy.
- Children identified with special educational needs and/or disabilities receive consistent, sensitive support, as practitioners work closely with parents and other professionals involved. This maintains consistency of care and enables them to progress well over time, given their starting points.
- Arrangements for safeguarding children are effective because clear policies and procedures are in place, which are regularly reviewed and understood by all practitioners.

It is not yet good because

- There are inconsistencies in implementing the assessment process to support individual learning of children under the age of two years. This occasionally results in learning experiences that do not reflect their interests or learning styles.
- Systems for monitoring practice, such as the implementation of the new planning system have not been fully evaluated to ensure that children's interests are consistently reflected and incorporated.

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 during adult-led and child-initiated opportunities presented in the four playrooms and outdoor play area.
- The inspector looked at children's assessment records and planning documentation and discussed these with practitioners.

The inspector met with the managers and provider and checked evidence of suitability and qualifications of practitioners working with the children, registers, accident records, behaviour management, nappy changing procedures and safeguarding procedures, and discussed the self-evaluation and improvement plan.
- The inspector carried out a joint observation of a teaching and learning activity with the deputy manager in the two to three's room.

Inspector

Marina Anna Howarth

Full report

Information about the setting

Wow Kids was registered in 2013 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from converted domestic premises in the Little Hulton area of Salford and is managed by Wow! Kids Limited. The nursery serves the local area and is accessible to all children. It operates from the ground and first floor and there is an enclosed area available for outdoor play. The nursery opens Monday to Friday from 7am to 6pm all year round, excluding bank holidays. There are currently 124 children on roll. 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 with special educational needs and/or disabilities. There are a total of 14 childcare practitioners including the manager. Of these, the manager holds an appropriate early years qualification at level 4, 10 hold qualifications at level 3 and two practitioners hold qualifications at level 2 and are working towards level 3. The nursery receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the knowledge and understanding of practitioners working with children under the age of two years to: ensure that planning links closely to observations and assessments and consistently reflects children's interests and learning styles.

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

- consolidate systems to evaluate and monitor the effectiveness of practice, such as the implementation of the new planning process to ensure that the quality of teaching and learning is sustained and constantly improved upon.

Inspection judgements

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

Overall, practitioners demonstrate a strong understanding of how to promote the learning and development of children and engage and capture their interests. Systems to assess children's prior skills, knowledge and understanding on entry to the nursery are secure. Detailed information gathered from parents during the settling period, provides an informative base line for practitioners to identify what children can do and define initial targets linked to the Early Years Foundation Stage. Parents are encouraged to share their observations of what their children do at home and are provided with daily opportunities to contribute information. This enables practitioners to build on children's home based

interests. Children are able to borrow resources from the nursery to promote their learning at home. For example, they are able to take home books that are meaningful to them. In addition, the nursery bear is taken home by children. This enables them to share their home experiences, which are recorded by parents in a diary and shared during children's group time sessions in the nursery. Practitioners work closely with health visitors to inform the progress check at age two. Health visitors conduct assessments in the nursery environment where children are more confident and relaxed and parents and key persons contribute to the process. As a result, information shared is used constructively to support children's progress.

Overall, practitioners plan a broad range of activities that stimulate and challenge children's learning. This is achieved by a comprehensive observation, assessment and planning process. The information gathered is sufficiently used by practitioners to inform future planning and mostly ensures children's individual needs are planned for, to inform targets for children's next steps in learning. This means that any identified gaps in children's learning are targeted to ensure these are narrowing and that children are making adequate and in some instances, good progress towards the early learning goals, considering their starting points. However, some practitioners working with children under the age of two years, lack confidence in reflecting children's interests and learning styles in their planning. This occasionally limits children's learning experiences as they are not consistently matched to their individual needs. Practitioners effectively support children with special educational needs and/or disabilities as they use information obtained from professionals who are involved in supporting children, to inform individual development plans. These are used to effectively plan activities that reflect their individual interests, needs and learning styles. Clear targets are planned and discussed with parents. As a result, children who require additional support are progressing well in their development, given their starting points.

Children arrive at the nursery happy and confident. They are enthusiastic to explore their environment and immediately engage in their chosen activity. Babies and young infants are inspired to be mobile when they are provided with some interesting items to investigate. They express their curiosity as they empty the contents of containers located on the floor and develop their sensory awareness. For example, they discover different sounds as they shake plastic bottles filled with buttons. They bang metal utensils together and play with musical chimes. They explore natural materials, such as, sponges, brushes and cones, alerting them to different textures.

All children are secure in communicating their needs and preferences as practitioners actively encourage the use of phonics to promote children's understanding of sounds and letters. Babies and toddlers are encouraged to engage in simple gestures to communicate their needs, and words are repeated clearly back to them enabling them to make connections. Practitioners ask older children open questions during activities and allow time for children to consider their answer and verbalise a response. Children of all ages are provided with a variety of opportunities to make marks and develop their early writing skills. Young infants have access to chunky crayons which they can hold easily and are encouraged to use their fingers to create patterns and marks in tactile materials, such as flour and paint. Pre-school children have access to a range of writing materials, which they use around the environment in a variety of activities. They happily chalk on walls outside

and are encouraged to form letters, which they pronounce. Older children are encouraged to become familiar with letters in their name and confidently identify pictures as they pronounce individual letter sounds. All children access a variety of books; they engage in story sessions where they discover that print has meaning and confidently recall events of their favourite stories in sequence. Young infants cuddle up to practitioners as they explore tactile picture books. They eagerly repeat familiar words and enjoy pointing at pictures and making connections. For example, when they see a picture of an animal they produce the correct animal sound.

Overall, teaching techniques are strong across the nursery resulting in children being securely supported to acquire the skills and capacity to learn and develop. Children make steady and in most instances good progress. They are enthusiastic learners and are provided with a range of opportunities to experience a balanced variety of adult-led and child-initiated activities. For example, older children are encouraged to follow their own ideas and thinking. Pre-school children access dressing-up clothes and use chairs to enhance their role play as they pretend to be on a lift. They eagerly talk about where they are going and instigate their play, involving each other and sharing ideas. They count in sequence as they add ingredients into pans in the home corner and provide running commentaries about what they are doing, such as 'stirring the cake mixture', and cooking it in the 'hot oven'. They make choices from a variety of scissors which produce different cutting effects and develop their hand and eye coordination as they cut skilfully around outlines. Practitioners are guided by children as they follow instructions to lie on the floor, and then run as 'dinosaurs' approach them. However, due to some inconsistencies in planning for children under two years, preferred learning styles are not always identified to ensure future activities are more meaningful and engaging. Sensitive support is provided by practitioners to ensure that pre-school children are prepared for their progression onto school. For example, they are provided with opportunities to meet their new teachers, who are encouraged to visit the nursery to observe children in their familiar environment. In addition, practitioners engage children in discussions and role-play activities, enabling children to feel more confident in their move.

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

All children and their families are warmly welcomed into the nursery by friendly, attentive practitioners. Consequently, they happily separate from their parents and settle well as they engage in their chosen activities. An established key person system ensures that every child and family is provided with the opportunity to have a 'special' relationship with one practitioner. This provides parents with a familiar person with whom they can discuss their child's care. Effective settling-in procedures and close liaison with parents ensure that every child's care is tailored to meet their individual needs. Practitioners work closely with parents from the point of entry. For example, information is obtained about each child's family background, preferences, dietary requirements, home routines and any special health requirements. Therefore, consistency of care is maintained, developing children's confidence and future skills for learning. Children feel secure with practitioners as they receive meaningful praise and enjoy cuddles which promote their personal, social and emotional development. They confidently explore their environment as they make choices from a selection of toys and resources and manage their own personal needs. Older

children confidently demonstrate how they put on their coats and wellingtons before going outside. Young infants are sensitively supported to explore their environment independently as toys and resources are located within easy reach. They eagerly help themselves to their chosen toys and are provided with daily opportunities to explore outdoors. Dedicated areas both inside and outside provide children with opportunities to relax or talk to their peers, further supporting their emotional well-being.

The nursery is currently in the process of extensive changes and enhancement. As a result, some areas lack visual stimulation and are in need of refurbishment. For example, walls are being plastered and decorated so displays have been temporarily removed and an extensive range of new toys and resources have been ordered. However, practitioners are effectively supporting children through this development. As a result, children display a strong sense of belonging within the nursery as they move freely around the environment and engage in a variety of activities. Practitioners encourage children to play cooperatively from an early age enabling them to understand the benefits of playing harmoniously. They actively involve them in group times and activities that promote their social skills in turn taking and respecting each other in their play. For example, children are encouraged to participate in outdoor activities, where they negotiate bikes with trailers around objects and up and down slopes. Children eagerly communicate the process of moving bikes as one child steers, and others push and pull. They excitedly celebrate each other's achievements when they have completed the task.

Practitioners are sensitive in identifying children in need of support and work closely with parents and external agencies to manage children's behaviour. Clear explanations and effective behaviour management strategies are implemented consistently, enabling children of all ages to develop their understanding of boundaries and behaviour that is not acceptable. Young infants engage in small group times as they look at books and take turns to lift the flaps and feel the different textures, developing their awareness of others and their first steps in sharing. Effective relationships with parents and other agencies means good quality information is shared to sensitively support children with special educational needs and/or disabilities. Transitions are sensitively planned and supported when children move into a new room and in preparation for a move to another setting or school. Younger children and older children are provided with regular opportunities throughout the day to play together. As a result, all children are familiar and confident with their surroundings and learn to form close relationships with their peers. This approach promotes a smooth transition.

Children of all ages skilfully develop a wide range of self-care skills as they confidently help themselves to refreshments and instinctively know to wash their hands before handling food or after visiting the toilet as they are supported by practitioners. They learn about healthy eating through the provision of healthy, nutritious snacks and meals. Young infants are encouraged and gently supported to feed themselves during meal times and collect their clean nappies during nappy changing routines. Older children, set the tables during meal times, confidently counting plates and cups in sequence, identifying colours and shapes. They skilfully serve their meals and help to tidy away afterwards. All children are provided with daily opportunities to engage in physical exercise and explore the outdoor environment and different weather conditions. They enthusiastically jump in puddles and engage in a variety of activities, such as using equipment to balance and

climb. They negotiate spaces and enjoy moving their bodies in a variety of ways. They visit the local park where they study the changes in nature and explore insects and wildlife. Children demonstrate a good understanding of how to keep themselves safe as practitioners provide opportunities to manage risk in a safe but controlled environment. Children learn to use a variety of tools and equipment safely, such as scissors, knives when preparing food and a range of gardening tools. Their awareness of safety is further enhanced through visits into the community where they learn about different risks, such as developing their awareness of road safety.

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

The manager displays a good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. All practitioners display a secure knowledge and understanding of how to protect children in their care. Recent up-to-date child protection training and regular discussions with the manager ensures they are fully aware of the signs and symptoms of abuse and of the action they must take to protect children. Practitioners are confident with procedures to follow should a concern arise involving another colleague or professional and know who to contact as they have access to the necessary information and telephone details. Policies and procedures are well documented and are understood by practitioners and parents, ensuring consistency and the safety and well-being of children. For example, practitioners follow stringent hygiene procedures when changing children's nappies. Records are maintained daily for each child highlighting the frequency of nappy changes and detailing soiling incidents. Robust recruitment and induction procedures are followed to ensure all practitioners are safe and suitably qualified to enable them to support children in making progress in their learning and development. Daily registers record the hours of attendance for children and practitioners, ensuring that practitioners are well deployed and that ratios are maintained at all times. Students are never left unsupervised with children. Staff absences are covered by the manager, part-time employed practitioners and agency workers, ensuring appropriate supervision of children is maintained. Risk assessments are continually evaluated to ensure that the areas and equipment are safe for children, particularly in relation to the current renovations taking place. Practitioners trained in paediatric first aid are on the premises at all times ensuring children's safety and accident records are maintained and monitored ensuring that appropriate interventions are sought where needed.

The manager demonstrates a good understanding of the responsibility in meeting the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Planned actions have been implemented to overcome any areas of weaknesses. For example, a number of practitioners have attended a variety of training to develop their knowledge and skills in supporting children's developmental progress, such as valuing the importance of teaching and learning. As a result, they have enhanced their skills in questioning children during play and allow time for them to respond, which promotes their critical thinking and has a positive impact on their learning. The manager has also been supporting practitioners to ensure that assessment and tracking are consistently used. Assessment systems have been extensively reviewed, resulting in a

monitoring system that is regularly completed to track the progress children are making in all areas of learning. This enables practitioners to monitor children's progress so that appropriate interventions are sought and gaps in their learning closing. The manager has also recently introduced a new planning format to enable practitioners to reflect on children's interests and learning styles to inform their next steps in learning. However, although many practitioners are confident with this process, there are some inconsistencies in how practitioners support individual learning of children under the age of two years. This occasionally results in learning experiences that do not reflect their interests or learning styles. In addition, the systems for monitoring practice, such as the implementation of the new planning system have not been fully evaluated to ensure that children's interests are consistently reflected and incorporated. Regular team meetings, supervision and appraisals contribute to a practitioner management process. The manager values individual strengths and skills of her team and any identified weaknesses are supported via professional development, through training and ongoing support. As a result, all practitioners feel valued and are motivated and committed to extending their knowledge and skills to provide better outcomes for children.

A commitment to partnership working with parents and external agencies is evident and well established and contributes to meeting children's needs. Practitioners work closely with a range of professionals including health visitors and physiotherapists, who visit the nursery on a regular basis. As a result, children with special educational needs and/or disabilities are well supported and make good progress in their development given their starting points. Close liaison with local schools and sensitive support provided by practitioners ensures that children are prepared for their move onto school. Children are taken on visits by their key person to support the transition process. In addition, teachers are invited to the nursery to meet children in an environment that is familiar to them and discuss their progress with the child's key person. Practitioners have a strong relationship with parents. Daily verbal communication is supported along with regular meetings to ensure that parents are kept fully informed about their child's progress. Parents are actively encouraged to share their child's home experiences through weekend observation sheets and by taking home the nursery bear and completing a diary of bear's experiences in their home. Parents speak highly of the loving attention practitioners bestow on their children and their friendly caring approach. They are kept fully informed of the nursery policies and procedures, their views are valued and they are delighted with the refurbishment that is taking place to enhance 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 | 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

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| Unique reference number | EY456634 |
| Local authority | Salford |
| Inspection number | 956137 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 44 |
| Number of children on roll | 124 |
| Name of provider | Wow! Kids Limited |
| Date of previous inspection | 30/07/2013 |
| Telephone number | 01617037722 |

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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