

Kidz Matter Day Nursery Limited

339 Oldham Road, FAILSWORTH, Manchester, M35 0AN

Inspection date	07/04/2014
Previous inspection date	02/10/2013

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

- Staff have good knowledge of how to manage any concerns they may have about children's welfare and all documentation to support children's welfare is completed to a high standard, including policies and procedures.
- Staff quality of teaching is good and sometimes better. Activities are planned which offer effective levels of challenge in order to excite children's interest and bring about learning. Children make good progress from their starting points as a result.
- Partnership with parents is effective in supporting children's learning and there are many ways in which parents can become involved in this. Partnership working with other settings and agencies in order to meet children's needs is well supported due to the expertise and qualifications of the manager.
- Evaluation of the nursery is effective in bringing about continual enhancement to the provision and good use is made of information about children's progress in order to target staff training to where it is most needed to raise children's attainment.

It is not yet outstanding because

- Not all opportunities are used for children to enhance their self-help skills or to learn about taking on small responsibilities in order to help others.
- The use of the outdoor area is not maximised to support children's imaginative and creative play through providing a range of resources that can be used flexibly.

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 toured the premises.
- Documents regarding staff suitability and their qualifications were checked during the inspection.
- The inspector carried out observations of childcare staff and their interactions with children throughout the day.
- The inspector held a meeting with the manager and the Early Years Professional, and spoke with staff, children and parents at appropriate times during the inspection.
- The inspector and the manager discussed the ways in which practice in the nursery is evaluated and examined documents related to this.

Inspector

Jennifer Kennaugh

Full report

Information about the setting

Kidz Matter Day Nursery Limited is a limited company and registered in 2011 on the Early Years Register and 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 123 children on roll; all of whom are within the early years age range. Children attend for a variety of sessions. There are 29 members of staff employed in total to work directly with the children. The manager is qualified at level 7, having completed the National Professional Qualification in Integrated Centre Leadership. One member of staff has Early Years Professional status and another is qualified at level 6. One member of staff is qualified at level 5, 16 staff hold early years qualifications at level 3 or higher and five are qualified at level 2. The nursery also employs two catering staff and one to provide reception and administrative support. The nursery is a member of the National Day Nurseries Association and receives support and advice from the local authority.

What the setting needs to do to improve further

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

- extend the opportunities for children to take on small responsibilities to learn about helping others, and to enhance their self-help skills, as appropriate to their age and stage of development
- enhance the choices for children to engage in creative and imaginative play in the outdoor area, by providing age-appropriate resources that can be used flexibly, such as lengths of fabric, cardboard boxes and other recyclable materials.

Inspection judgements

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

Children make good progress in their learning, as key persons have detailed knowledge of how individual children learn, including those with special educational needs and/or disabilities and English as an additional language. Staff make plans for inclusive activities based on their observations of what individual children can do and use any information gathered about children's interests to help motivate them in their learning. Educational programmes are well matched to children's ages, stages and resulting needs, and, as a result, children engage with activities provided. In pre-school in particular, staff plan

activities that ignite children's interest and spur them to further their learning. Observations are made frequently on children's learning and these are compared to expected development for children's ages. Comprehensive assessments are made of children's learning using the observations, through tracking their progress in detail, including the progress check at age two. As a result, staff can see if progress is as expected, above, or below for their age and stage. This means that staff are able to address any gaps in learning that may emerge, so that early interventions can be made to help prevent future difficulties. There are also robust measures in place which are managed by the Early Years Professional to check that staff assess correctly, so that accurate assessments are used to inform individual children's planning across the nursery. The nursery makes good use of the partnership with the local authority for collecting and analysing children's assessment information by using it to identify where greater staff training can make an impact for groups of children and individuals. For example, the nursery has implemented initiatives to enhance children's progress in their knowledge of shapes, volumes and measuring through sending staff on training to learn about how simple construction toys can be more effectively used to support this area of learning. There are multiple and varied routes through which parents can become involved in their children's learning, such as by borrowing books, attending 'stay and play' sessions or meeting key persons at parents' information sessions. Parents are welcomed into the nursery at all times, including for special events, such as 'World Book Day' when some read to children. This provides good support for building partnerships for children's learning.

Children and babies are always busily engaged with activities to support their learning, which are either self-chosen or led by staff. For example, in the baby room, babies can choose from water, sand or play dough in order to explore how they can cause effects with these materials, including making marks. They are provided with a range of safe and simple tools, such as whisks to stir water and foam in order to make more bubbles. This supports development of their physical coordination and staff show them how to move the whisk and make patterns in the foam, demonstrating how actions can cause an effect. Babies shape play dough and extend their fine manipulative skills by squeezing and shaping it, strengthening their hands in readiness for the later skills needed to hold pens or pencils correctly. They also can choose to paint with either fingers or brushes to gain early experience of making marks on paper. Staff read enthusiastically to them, to stimulate an early enjoyment of books, and use songs related to pictures in books to sustain their interest. They ask babies what they can see in the pictures and provide verbal labels for this to extend the number of words babies hear. This supports their development of early thinking and communication skills.

Staff provide imaginative 'narratives' when supporting children's play indoors and outside. For example, indoors, they describe to children how they are all going to fly to the moon on the models of rockets they are making. As a result, children sustain greater interest in the play, and this gives staff more opportunities to incorporate learning about colour and counting. However, when staff continue this type of play outdoors, such as by pretending with children riding wheeled toys that they are using a toll road which requires money and tickets to pass, the use of resources to enhance imaginative play is not maximised. As a result, the good opportunities that can be created due to staff expertise are not always capitalised on to bring about even greater progress in communication and creative

learning. Staff ask children in pre-school what they would like to play with in some areas of the room. For example, they ask children what materials they should put in the large black play tray, as well as letting them re-visit previous activities or try new ones. Children sustain their play at great length, investigating whether objects float or sink when staff put a water tank with shaving foam floating on the top in the tray. Staff demonstrate high quality interaction by asking children to predict if objects will float or sink based on what they already know and they model the use of words for comparing weight and size. This supports children's communication and language development, as well as forming the basis for early learning in science. Staff also give children opportunities to decide on objects from around the room that they would like to use, as well as the ones selected by staff which sustain children's interest and therefore their learning opportunity. Staff show children what happens when they partially fill containers, which sink slightly, and encourage them to experiment further with this, exploring early learning about relative density. They ask them to make further predictions and model thinking about how the volume filled is related to how far a container sinks. As a result, children receive good or better quality learning experiences because staff are skilled at exploiting learning opportunities.

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

The nursery operates a key person system in order to support children's emotional welfare and children also have secondary key person to provide greater continuity of care and learning, such as if staff are attending training. Key persons show a consistently good knowledge of children, their care needs and their interests. They therefore provide effectively for children's emotional and physical well-being, which supports children's disposition to learning. The manager is proactive in building partnerships with parents by holding regular 'stay and play' sessions so that they can meet staff and see what children do during their day in the nursery. Children and babies in all rooms demonstrate confidence by exploring the space and resources. Children's behaviour is good throughout the nursery. They use resources safely, showing regard for their own safety and that of others. Staff make effective use of strategies, such as distraction in order to help young children learn to manage their feelings and behaviour. Deployment of staff at all times of the day supports children's learning and welfare and ratios of staff to children are frequently better than legally required. Children have some opportunities for taking on small responsibilities, such as helping to tidy up toys and resources, so that they learn about the importance of contributing to a community. However, this is not maximised by using other opportunities, such as meal times, for children to help themselves or others. For example, they do not help to set tables with staff supervision, or serve some of the meal themselves if their manipulative skills are appropriate for this.

Resources and toys are highly accessible in all rooms, and these cover the breadth of the areas of learning in the Early Years Foundation Stage. As a result, children develop independence because they can make decisions about what to play with. Children's welfare is well protected by a comprehensive range of parental permissions. The nursery provides an outdoor play environment, which gives children opportunities to take reasonable risk in their play, with careful supervision. For example, children can pedal on wheeled toys. This enables children to enjoy exercise outdoors and learn about the

benefits of this as part of a healthy lifestyle. All staff are qualified in paediatric first aid in order to deal quickly with any emergencies of this type. Food is cooked on the premises and children can make choices from nutritious options, supporting their enjoyment of a healthy diet. They show a good level of self-care and are learning to manage a variety of aspects of personal hygiene appropriate to their age and stage. For example, staff ask children in pre-school to get tissues if they see that they have runny noses. Consequently, children have opportunities to learn effective health and hygiene routines. Children learn to manage their own needs for drinks by having ongoing access to drinking water throughout the day. This is because they can choose to take drinks based on recognition of their own needs. All areas of the nursery are clean and well maintained to help prevent the spread of any germs. Robust practical measures are in place to help prevent accidents. For example, all radiators are covered. Children's security is protected by having fingerprint recognition entry to the main internal door to the nursery, preventing unauthorised access. There is also an intercom at this door, so that visitors can announce their identity before staff come to check this. This helps to prevent unauthorised access to children or them leaving unsupervised, especially as there are high level door handles on all childcare rooms so that children cannot reach them.

The times when children change room within the nursery are carefully managed, with discussions with parents to support children during this. A flexible approach based on the needs of individual children is taken, to maintain children's emotional well-being. Comprehensive information to support children's good health and well-being is maintained from when children join the nursery, in order to meet their individual needs, such as dietary requirements. This is updated in order to continue to meet children's needs effectively. Care plans for children with additional health needs are regularly reviewed as information is received from parents or other professionals, in order to meet their needs. The manager has been proactive about making links with local schools in order to support continuity of children's learning and well-being when they transfer to full-time school.

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

Risk assessments and safety checks are detailed and reviewed as needed or annually, to ensure that they enable children to play safely and freely on the premises. Risk assessments are also in place to enable staff to take children on local outings as part of enriching the educational programme. Staff have a good understanding of how to manage any concerns they may have about a child's welfare due to training from external training providers and ongoing opportunities to refresh their knowledge. The owner, managers and staff are checked and vetted for their suitability to work with children. Procedures for recruitment and induction are robust in order to ensure that children are protected and an effective staff team is maintained. All documentation related to statutory requirements is complete to support the safe and effective running of the nursery. This includes maintaining records of any accidents children may have on the premises and injuries that children sustain when not in the care of the nursery, as part of safeguarding children's welfare. A comprehensive range of policies and procedures is used to maintain a high standard of care and learning for all children in the nursery. For example, the nursery has thorough policies to ensure that staff maintain high standards of conduct and behaviour,

covering matters such as talking appropriately to children, and their use of social networking sites away from work. Responsibilities of staff and managers are very clearly defined to ensure that they have a good understanding of how to carry out their roles to a high standard. To support this, the manager aims as frequently as possible to have ratios of staff to children which are better than those stipulated in the requirements of the Early Years Foundation Stage. As a result, children receive a good degree of individual attention from suitable adults for their care and learning. In addition, prompts are displayed around the nursery for matters, such as the nappy changing procedure or activities that can be used spontaneously to support children's learning. As a result, staff are frequently reminded of the standards of effective practice expected of them.

Staff plan educational programmes strongly based on the needs of individual children and groups of children. These provide good or better levels of challenge appropriate to their age and stage of development, so that children's progress is very well supported. There are thorough systems in place to monitor the quality and consistency of observations, planning and assessment of children's learning. This means that good practice or better to support children's learning is maintained throughout the nursery. The staffs' quality of teaching is monitored daily by room managers as well as by a recently introduced observation programme operated by managers. This enables any perceived underperformance to be quickly identified so that staff are clear about the high standards expected from them, when working to support children's development. Staff are supported to identify areas where they would like more training through regular staff meetings and also through their frequent supervision meetings. This helps them to provide an enhanced level of care and learning for children by developing their skills through feedback and target setting, as well as extending their knowledge. The owner shows a very high level of awareness of how to manage training needs for a staff team of wide-ranging qualifications and experience. This enhances the care and education provided by the nursery, as the manager makes effective use of information about children's progress in order to prioritise training for staff in order to better meet children's learning needs. For example, all staff have been provided with training in supporting children's progress in communication and language development, with some staff having additional specialised training if children in their key groups require more support in this area of learning.

The nursery has established close and effective partnerships with parents, who praise the staff for both their high standards of care and their enthusiasm with the children. A strength of the nursery is the recent initiative to work with parents and children in their homes to promote progress in communication and literacy. Partnership working with other agencies and professionals is effective, in order to maintain support for the range of needs of children attending the nursery. Parents have opportunities to contribute to the nursery's development both through verbal and written means in order to support the continual drive for enhancing the provision for children's welfare and learning. Staff have frequent opportunities to share information for the evaluation process with managers at the regular meetings. Pre-school children are asked for their views about new resources and activities that they would like, in order to show them that their ideas are important. Overall, there is a highly purposeful and wide-ranging approach to evaluation of the nursery which is supported by the manager's wealth of experience in children's Sure Start centre management. As a result, the capacity for continual improvement is very high.

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	EY430969
Local authority	Oldham
Inspection number	967385
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	80
Number of children on roll	123
Name of provider	Kidz Matter Ltd
Date of previous inspection	02/10/2013
Telephone number	01616826825

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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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