

Superkids Levenshulme

1 Broom Avenue, LEVENSHULME, Manchester, M19 2UH

Inspection date

Previous inspection date

04/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

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

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 a good knowledge of the safeguarding policy and procedure in order to manage any concerns they may have about children's welfare. Children are settled and developing confidence due to staffs' skills in supporting their emotional well-being.
- Staff plan challenging activities that are based on children's observed needs and interests, in order to develop their learning. They provide good support to help children develop communication skills in English.
- Partnership has already been established with the host children's centre, other agencies and parents in order to meet children's and families' needs.
- Self-evaluation and planning for continuous improvement in the nursery is robust. The owner/manager demonstrates a highly proactive approach to maintaining an effective staff team and using the views of others to enhance practice in all areas.

It is not yet outstanding because

- There is room to maximise opportunities for outdoor play so that children can fully explore the activities they choose and sustain their concentration and interest.
- There is scope to explore other ways to organise small group times that take place to develop children's early literacy and communication skills, in order to maximise their 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 toured the premises.
- The inspector carried out observations of childcare staff and their interactions with children throughout the day.
- The inspector held meetings with the owner/manager and spoke with staff, children and parents at appropriate times during the inspection.
- A joint observation was carried out of a member of staff by the inspector and the owner/manager.
- The inspector and owner/manager discussed the ways in which practice in the nursery is evaluated and examined documents relating to this.

Inspector

Jennifer Kennaugh

Full report

Information about the setting

Superkids Levenshulme was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of eight settings operated by a private provider. It is situated in the Levenshulme area of Manchester and operates from within Levenshulme Children's Centre. The nursery serves the local area and is accessible to all children. It operates from a designated part of the children's centre premises and provides two main areas for the care of children in different age ranges from birth to five years. The nursery also offers care for children of school age and has use of additional satellite rooms within the premises for different purposes. There is an enclosed area available for outdoor play. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 8am to 6pm. There are 10 staff, including the owner/manager who holds Qualified Teacher Status and Early Years Professional status. One member of staff also holds Qualified Teacher Status; one holds a qualification at level 6; three hold qualifications at level 3 and one at level two. There are 65 children on roll in the early years age range who attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. It supports a large number of children who speak English as an additional language. The nursery receives support and advice from the local authority and participates in their quality scheme.

What the setting needs to do to improve further

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

- evaluate and explore how small group activities for language development can be timed and organised so that children can focus on speech more readily in a quieter environment to promote their listening, attention and understanding, as well as being able to accurately replicate words they hear
- maximise opportunities for outdoor play to enable children to sustain interest and concentration in their chosen activities.

Inspection judgements

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

Children are beginning to make good progress in their learning, including children who speak English as an additional language. This is because the staff have worked effectively to settle them in order to facilitate learning, helping children to learn skills, such as making their immediate needs known to staff. The greatest progress made by children, as many only began attending in the six weeks prior to inspection, has been in their social and emotional development and their growing confidence when communicating with staff. For example, most children now separate from their parents with only a little support from

staff. Staff make plans for activities based on their observations of individual children's progress as well as for that of groups of children. They use any information gathered about children's interests to motivate them in their learning. Educational programmes are well matched to children's ages, stages and resulting needs, including their fluency in English. As a result, children are now confident to engage with activities provided and explore their environment in order to learn. Additional planning has recently been introduced for pre-school age children, now they have settled, to teach them about letters and sounds before they transfer to full-time school. Staff teach the early skills required by children for sustaining their listening and attention, as well as distinguishing between different sounds. This means that the support for children's learning in communication and language has a strong basis for future progress. The owner/manager has used assessment of children's skills in English to inform her plans for staff training and has identified a language development scheme in which she intends staff to be trained in order to enhance their practice in this area of teaching. Observations are made frequently on children's learning and these are compared to expected development for children's ages in order to check their progress. There are detailed methods in place for recording children's progress and to help identify any gaps or delays in this. As a result, staff can see if children's progress is as expected, above, or below for their age and stage. This means that they are already able to make interventions to help prevent future difficulties. There are various routes through which parents can become involved in their children's learning, such as parents' evenings to discuss children's progress and look at their learning records. They are also encouraged to provide key persons with information about their children's learning and activities away from the nursery in order to inform their children's individual planning.

Staff develop children's enjoyment and learning in literacy by providing activities, such as story sessions where children take the parts of the characters by wearing masks and repeat lines of speech. Children clearly enjoy the opportunity to take an active role in the activity and staff praise them for their involvement and effort. They organise small group activities to teach children letters and sounds, using their knowledge about the different ways in which children learn. For example, they use actions, songs and games to reinforce the learning for the letter that makes a 's' sound. Games also are planned to develop children's memory and observations skills. This is done by staff showing children a tray of objects beginning with 's' then removing one when children's eyes are closed and asking them to work out what has gone. However, there is scope to enhance the use of the good quality activities offered by giving further thought to where they are provided and what other activities are also being offered in the same room. Sometimes, other activities nearby cause distraction and noise, which means that the opportunities for children to listen, sustain concentration and then copy speech sounds are not maximised.

Staff encourage children to explore a range of media, such as sand, water, glue and paint in order to develop their manipulative and communication skills, as staff provide labels for objects and descriptive words during these activities. Children are also able to make marks during these activities, and give meaning to them, as part of the skills needed for later learning about writing. Children are supported to engage in play in the role-play areas where staff also talk effectively to the children to extend their vocabulary in English. They follow their interests and choices, such as when children choose to play in the construction area. Staff help children to learn numbers, shapes and colours through this and model

how to build towers so that children can copy this to develop their manipulative skills. Children show strong interest in playing with a variety of percussion instruments and staff make use of this to enhance their experience of song as well as their social and communication skills. They show children how to tap or shake the instruments to the beat of a song, supporting children's learning about rhythm, as preparation for later learning about rhythm in words in the form of syllables. This enhances children's early learning in literacy. Staff make effective use of small group times to reinforce children's learning about the world around them, such as teaching the days of the week and helping children to recognise different types of weather.

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

An effective key-person system is in place in order to support children's emotional welfare, with a secondary key person attached to most groups in order to provide additional support and continuity. This also means that apprentice staff are able to work closely with more experienced ones in order to raise their skills. Staff and the owner/manager demonstrate a thorough knowledge of children's routines, needs and preferences. As a result, they provide good support for children's emotional well-being, which enhances children's likelihood of learning. Many children attending the nursery have not experienced care away from home before and are already settled, demonstrating the skills of the staff and owner/manager in supporting children's emotional well-being. Children's behaviour is observed to be good and staff act as positive role models, praising children frequently for managing their behaviour. The nursery makes effective use of rewards for good behaviour by giving children small responsibilities, such as helping to give out plates and beakers at snack time. When children join the nursery, detailed information is obtained from parents in order to help children settle as rapidly as possible. Parents receive comprehensive verbal information about their children's care and activities and if babies are cared for, written notes are also provided. If changes need to be made to children's key persons, such as due to staffing changes, information for the new key person is rapidly passed on to support continuity of care and learning.

Resources and toys are highly accessible in both rooms and consequently, children are able to choose what to play with, developing their independence. Children's welfare is supported by a comprehensive range of policies and parental permissions, which staff effectively implement, such as applying sun cream and taking photographs. This means that parents are clear about the care their child receives and which reflects the child's and their family's needs. Six staff are qualified in paediatric first aid in order to deal correctly with emergencies, which means one is always present. The nursery provides an outdoor area, which is equipped to give children opportunities to take reasonable risk in their play, combined with careful supervision. For example, children can use a climbing frame and ride on a wide variety of wheeled toys. Some of these require more than one child for their use, developing children's experience of cooperative play. This also develops children's whole body coordination. Staff follow children's interests, such as playing turn-taking games with footballs, so that children are motivated to learn by their play. However, there is scope to maximise the use of the outdoor area so that children can sustain their interests without interruption and enhance their developing ability to concentrate in their chosen activity.

Children manage their personal hygiene appropriate to their age and stage of development. Staff talk to children about the importance of maintaining effective hygiene routines, such as washing their hands before eating to teach them about maintaining good personal hygiene. Meals and snacks are healthy, which means that children receive a balanced diet and learn about the foods that contribute to this, such as fruit and milk. Detailed information is held about children's dietary needs in order to meet these for health needs and cultural or religious observances, as well as children's preferences. All areas of the nursery are clean and there are robust procedures for staff to help prevent the spread of any germs, such as at nappy changing times. To support security and safety, children are collected from the doorway to the main playroom as parents and carers arrive, so that unchecked adults do not enter in number. A notice to remind all entering the playroom not to let others in behind them is displayed to further support security for children. Staff deployment is observed to be effective in supporting children's welfare and learning, because children are supervised indoors and outside at ratios stipulated by statutory requirements or better.

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

Risk assessments are detailed and reviewed as needed or yearly, so that children can play safely and freely on the premises. Safety checks are made indoors and outside twice a day to supplement this thorough approach to managing risk. The safeguarding policy is robust and staff have a comprehensive understanding of how to manage any concerns they may have about a child's welfare due to receiving rigorous training on safeguarding. This includes supply staff. The owners and staff are checked and vetted for their suitability to work with children, which includes a Disclosure and Barring Service check. Staff are required to disclose immediately any subsequent information after these initial checks that may change their suitability to work with children. Procedures for recruitment are robust in order to ensure that children's welfare is protected and an effective staff team is developed within the relatively newly operational nursery. The owner/manager and deputy have also undertaken training in safe recruitment procedures to further ensure that this area of practice is rigorous. Induction and monitoring for new staff is robust, including for supply staff, so that they are aware of the high standards expected of them when supporting children's welfare and learning. All documentation related to statutory requirements is completed in detail to support the safe and effective running of the nursery. A highly comprehensive range of policies and procedures are implemented to maintain a very good standard of care and learning for all children in the nursery. For example, the nursery implements a policy regarding ratios of staff to children, which means that children are cared for by staff at ratios, which are always equal to or better than those of statutory requirements. Responsibilities of staff and managers are very clearly defined to ensure that they have an understanding of how to carry out their roles to a high standard. This means that children's learning and welfare is well supported.

Educational programmes are firmly based on the needs of individual children and groups of children. These provide good levels of challenge appropriate to their age and stage of development, so that children's progress is well supported. There are effective 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 regularly on a daily informal basis as well as by an observation programme operated by the owner/manager. This enables any underperformance to be quickly tackled so that all 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 the frequent supervision meetings held during the short period of time since the nursery opened. This helps them to provide a good standard of care and learning for children by developing their skills through effective coaching from the owner/manager. The owner/manager has a wealth of experience in managing training needs for staff teams of varied qualifications and experience. This enhances the care and education provided by the nursery because staff are already effectively mentored and supported during this early period after the nursery's opening, whatever their stage of professional development.

The nursery has established effective partnerships with parents, who are warm in their praise of nursery for both the high standards of children's care and the activities provided to support children's learning. Parents have ongoing opportunities to contribute to the nursery's development both through verbal and written means in order to inform the drive for enhancing the provision for children's welfare and learning. Effective partnership working with the host children's centre and associated professionals is already in place, in order to maintain support for the range of needs of children and families using the nursery. The owner/manager maintains frequent dialogue with the children's centre in order for the working partnership to be evaluated and enhanced over time. Staff have opportunities to share information for the evaluation process with managers on a daily basis and through regular scheduled meetings. The owner/manager implements and already continuously reviews her planning for improvement which is exceptionally detailed and wide ranging. She also displays this where staff can see it, so that they can contribute their ideas. Overall, there is a broad, organised and highly purposeful approach for evaluation, which is due to the owner's substantial experience in managing a range of early years settings. Consequently, the capacity for continual improvement of the nursery is strong.

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	EY474767
Local authority	Manchester
Inspection number	976057
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	58
Number of children on roll	65
Name of provider	Superkids Levenshulme Limited
Date of previous inspection	not applicable
Telephone number	01614747743

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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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