

# Kids 2 Us

Higher Green Lane, Astley, Manchester, M29 7HQ

## Inspection date

Previous inspection date

01/07/2014

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 understanding of the Early Years Foundation Stage and use this knowledge effectively to teach and engage children in learning. Children make good progress in their learning and development.
- Leadership and management are strong. The management team are pro-active in ensuring that regular monitoring is in place, which supports targeted self-evaluative practice. This means that the nursery is continuously improving in order to support children's needs.
- Staff have a good understanding of safeguarding procedures. All staff have attended child protection training and regularly review their practice. As a result, children are well protected and safeguarded in the nursery.
- There are good parent partnerships in place and strong partnerships with other professionals. These partnerships support children's care and learning needs as carers regularly share information. Therefore, children's needs are well met.

### It is not yet outstanding because

- Staff do not yet have the opportunity to undertake peer observations, in order to share good practice with one another and raise children's attainment to the highest level.
- Opportunities for children to consistently develop their independence skills at lunch time are not yet embedded in practice.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities and children at play throughout the inspection.
- The inspector spoke with children, parents, staff, the management team and a local authority adviser throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals and undertook a joint observation with the deputy manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluative practice and improvement plans.

## Inspector

Elisia Lee

## Full report

### Information about the setting

Kids 2 Us was registered in 2013 and is on the Early Years Register and the compulsory part of the Childcare Register. The nursery is situated in Astley, near Manchester and is privately owned and managed. The nursery serves the local area and is accessible to all children. It has five main play rooms, with associated facilities, located on two floors. There is an enclosed area available for outdoor play. The nursery employs 12 members of child care staff. Of these, one holds Early Years Professional Status, three hold appropriate early years qualifications at level 4, four hold appropriate early years qualifications at level 3, three hold appropriate early years qualifications at level 2 and one member of staff is unqualified. The nursery opens Monday to Friday, all year round except for bank holidays. The nursery is open from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 77 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

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

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

- enhance the professional development of staff through sharing examples of good practice and sharply focused evaluations in order to raise children's attainment to the highest level
- extend opportunities for children to develop their independence skills at lunch time.

### Inspection judgements

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

Staff have a good knowledge of the Early Years Foundation Stage and provide well-planned activities, which offer targeted support for children's developmental stage. Educational programmes cover the seven areas of learning and offer a broad range of learning opportunities. This supports children in gaining the necessary skills in readiness for school. Regular observations are undertaken of children as they play. This informs staff of children's developmental stage and supports them in identifying children's next steps in learning. Planning is based on children's interests and developmental needs and is flexible to support children's interests. For example, younger children enjoy playing in a shallow ball pool and enjoy throwing the balls in the air and watching them return to the ground. Children giggle with delight as staff provide a running commentary for children. This supports children's physical development and early language skills. Older children enjoy playing in water and exploring the concept of capacity. Staff use keywords with children such as 'empty, full, float and sink'. This supports children's understanding of different mathematical concepts. Staff are well informed about children's interests and develop

activities which engage children in learning. For example, children access books, balance on beams outside and enjoy role play. Children are engaged in learning, and activities are differentiated according to age and stage of development. For example, babies explore sensory play using gloop, while older children enjoy searching for alphabet letters hidden in the sand tray. As a result, children are making good progress in their learning and development.

Teaching and learning is good. Staff understand the Early Years Foundation Stage and use this knowledge effectively to support learning. For example, staff ask children to identify numbers on a matching puzzle and then count corresponding objects so that they make a pair. Staff support children through effective questioning and by posing challenges to children. For example, children ask staff if they can draw a boat for them and a member of staff asks if the child can first show them what a boat looks like. This supports independence, builds self confidence and supports critical thinking skills. Staff ask open-ended questions to children. This means that children have to formulate a verbal response, which means that children's language development is well supported. Younger children are supported through staff providing a running commentary. Babies enjoy this verbal interaction from staff and babble back to staff as they develop early language skills. Literacy and early mark making are explored by children chalking on a large scale in the outdoor area, painting with brushes and making marks and patterns in wet sand. Staff promote learning and teaching well. For example, children enjoy take part in a song and rhyme session and contribute using expressive voices and considering which verse comes next in the rhyme. This promotes sustained thinking so children become active and confident learners.

Effective partnerships with parents are in place and staff have a good understanding of the importance of these partnerships to provide a consistency of care for children. Staff welcome parent input and use different methods of communication to develop partnerships further. For example, parents contribute to display boards where children's significant achievements can be celebrated, such as their children's first steps. There are effective communication systems in place, which include a designated parent display board, questionnaires and communication books. The management have plans to develop communication methods further by offering parents' evenings and welcoming parents on outings. Parents contribute to children's learning by undertaking observations at home, which staff incorporate as they track children's progress. Parents are involved in children's assessment through contributing to baseline assessments and the progress check for children between the ages of two and three years. Parents were consulted during the inspection and were complimentary about the nursery. For example, they comment 'I am really impressed with the purpose built facilities' and 'staff are here to make a difference for children and not just to come to work'.

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

An effective key-person system is in place. Staff are extremely caring towards children and nurture their needs well. Children start at the nursery on a gradual admission and are allocated a key person, which is flexible to suit children's needs. This allows children and

parents to build purposeful relationships with staff. Parents complete documentation with staff as children start at the nursery to discuss children's care needs, likes and interests. This provides staff with important information about children so that they can understand children's needs prior to admission. Staff are positive role models and interact with children at their level. For example, staff read books with children, play hide and seek with children outside, sit with children on the floor and role model how to use resources. Staff observe children well and are quick to respond to their needs. For example, staff comfort and cuddle young children if they become unsettled and hold hands with older children for reassurance. Positive relationships and secure attachments are evident. Older children make requests for staff to join in their play, while younger children lift their arms to show they would like to be picked up. Even though this is a new nursery and children have not been attending for a long time, children are extremely settled and content. Children are well behaved and are supported by effective daily routines, consistent praise by staff and by celebrating children's achievements. This raises children's self-esteem and enhances their emotional development.

Staff undertake risk assessments and have a well-organised approach to identifying potential risks. A risk assessment policy and effective procedures have been developed. For example, the management team have reflected on potential risks of having visitors on the premises. They have implemented a visitor's policy, ensure that identification is checked on entry, use a visitor's book and ask visitors to wear a visitors badge at all times. In addition, staff have considered the use of mobile phones on the premises and have implemented mobile phone friendly zones to further support children's safety. Risk assessments cover all areas of the provision, indoors, outdoors and on outings. In addition, staff also undertake daily safety sweeps to ensure that the environment and resources are suitable for children's needs on a daily basis. For example, staff check padlocks on gates to ensure they are in operation, ensure fire exits are clear at all times and assess the safety of resources. Children are building a knowledge of risk through the opportunity to take part in regular emergency evacuations of the building. Children's independence is generally supported. For example, children are encouraged to use the bathroom independently and self select resources to support their play. However, when children eat lunch opportunities to be independent are not fully promoted as staff serve children with their food and drinks, rather than encouraging them to do this for themselves.

Children learn about healthy lifestyles through daily access to the outdoor area, which is well resourced with a wide variety of resources, which promote children's physical development. In addition, children enjoy outings in the local environment. For example, babies go on buggy walks to the local duck pond. This enhances children's knowledge of the wider world. The management team have further plans to promote healthy lifestyles and will shortly be offering to take children to weekly swimming sessions. The nursery has a designated cook who prepares meals on the premises each day using fresh produce. Menus incorporate three different vegetables and three different fresh fruits every day. Dietary requirements are catered for and the cook considers children's development needs extremely well. For example, the cook prepares menus with softer foods for children who are weaning. Children have the opportunity to learn about making healthy choices through taking part in cooking activities. Effective transitions are in place as children move throughout the nursery and prepare for school. Teachers are invited into nursery to

observe children as they play, staff complete transition documents and staff discuss moves with children. This supports children being prepared for change as they move to school.

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

Staff have an effective knowledge of safeguarding practice and procedures. There are good reporting procedures in place and staff are aware of the authorities to contact should they be concerned about a child's welfare. The manager ensures she monitors staff's knowledge through ensuring that all staff attend child protection training, discussions at staff meetings and incorporating this topic into supervision sessions. Staff supervise children well and consequently, children are suitably protected. For example, the nursery keeps thorough records of accidents, medication administered and attendance records, which helps staff to protect children and promote their welfare. There are effective processes for selection and safe recruitment of new staff. The manager ensures that suitability checks are undertaken, induction processes are in place and references are gained prior to any new staff starting at the nursery. Staff are supported through inductions, appraisals, staff meetings and supervision sessions. The provider is keen to further promote and support staff professional development and has recently begun observing staff as they work. This provides discussion points within supervision sessions so that staff gain feedback on the quality of their practice. However, there is scope to enhance the system to support staff in sharing good practice among themselves, such as peer observation in order to raise children's attainment to the highest level.

Staff have a good knowledge of how to support children in their learning and development. Staff role model how to use the resources, play with children at their level, provide a running commentary with younger children and discuss prior learning with older children. The management team work alongside staff in the rooms, which means that they can role model practice and set expectations of how different areas are best used. The manager attends regular network meetings and receives support from the local authority, which allows her knowledge to be refreshed and updated. The environment incorporates different areas of learning and the nursery is well resourced. This means that resources can be changed frequently enhancing areas so that children's learning and interest is maintained. The management team monitor children's development files on a regular basis and collate data to identify any gaps in children's learning. This is then discussed with staff so appropriate support strategies can be implemented. Staff are fully committed to improving their practice and attend training to develop their knowledge further. Staff have recently attended training on the Early Years Foundation Stage and supporting babies. This impacts positively on children as practice is constantly being revised to meet children's needs.

There are good levels of self-evaluative practice in place. The experienced management team have effectively identified areas of strength and weakness and are pro-active in ensuring that the service consistently improves. The management team have developed action plans, work in partnership with local authority advisers, complete training audits and attend network meetings where they liaise with other professionals. The staff are

committed to developing purposeful partnerships with a range of other professionals. They have made contact with local health visitors, staff from the local children's centre, other providers, local schools and local authority advisers. Highly effective partnerships are in place with parents and staff. This is because communication methods enhance all aspects of children's individual care and learning needs. As a result, children are well supported as they move towards the early learning goals.

### **The Childcare Register**

The requirements for the compulsory 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY471981
<b>Local authority</b>	Wigan
<b>Inspection number</b>	949146
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	73
<b>Number of children on roll</b>	77
<b>Name of provider</b>	Kids 2 US Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01942 877319

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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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