

Kiddi Days Day Nursery

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

Inspection date

20/08/2014

Previous inspection date

14/02/2014

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 plan interesting and stimulating activities appropriate to the age and stage of development of children, which helps children to make good progress from their starting points.
- Staff have a good understanding of their responsibilities and the procedures for managing children's behaviour, and regularly refresh their knowledge. The staff implement robust safeguarding and child protection procedures, which ensures children are safe within the nursery.
- The environment, both indoors and out, is stimulating and challenging and therefore, children are motivated and eager to learn.
- Partnerships with parents and other professionals are good and strong relationships with parents help staff to recognise and support children's individual needs. As a result, children are happy and have formed strong attachments with the staff, which helps them to feel safe and secure.

It is not yet outstanding because

- At times, staff do not encourage children to find their own ways of exploring and expressing ideas, to support their critical thinking skills with maximum effect.

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 took account of the views of parents spoken to on the day.
 - The inspector reviewed the nursery development plans.
 - The inspector observed activities in the pre-school and baby room and talked with the staff.
- The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff members, and a range of other documentation, including the safeguarding procedures.

Inspector

Helen Gaze

Full report

Information about the setting

Kiddi Days Day Nursery opened in 2013 and is privately owned. It operates from Claremont Sure Start Children's Centre, which is situated in the grounds of Claremont Primary School in Rusholme, Manchester. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week from 7.30am until 6pm all year round, except for bank holidays. Children attend for a variety of sessions. Children are cared for across three rooms and have access to an enclosed outdoor play area. There are currently 35 children in the early years age range on roll. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language. There are currently 10 staff working directly with the children, all of whom have an appropriate early years qualification. Seven of the staff have appropriate qualifications at level 3 and one at level 2. The nursery receives support from the local authority. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- increase opportunities for children to become critical thinkers within their learning, by extending the use of open-ended questions that encourage children to talk about their ideas and consider what else is possible.

Inspection judgements

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

Staff understand how to meet the learning and development requirements of the Early Years Foundation Stage and therefore, plan a good range of learning opportunities with the children's interests and development stage in mind. Consequently, children are engaged and motivated at all times. The environment is well thought out and stimulating for babies and young children. A collection of good quality resources is displayed and meet the varying needs and interest of all children who attend. This demonstrates staff's commitment to creating a highly stimulating and welcoming environment. Babies enjoy exploring the sensory materials and have opportunities to play with small world toys and role play resources. They particularly enjoy toys that make noises, have buttons to press and flaps to lift. This adds to the purposeful and developmentally appropriate environment and fosters children's exploratory impulses and promotes their problem solving skills. Therefore, children benefit from activities which are extremely interesting and wide-ranging and have depth and breadth across the seven areas of learning and development. Children of different ages play together during quieter times. The small gate which separates the rooms, enables younger and older children to have contact with each other throughout the day. Consequently, younger children are prepared well for their move into

the older age group when appropriate.

Children's language development is supported well as staff talk to children at their level. For example, an adult provides running commentary as children play in the home corner. She encourages younger children's communication skills by building on what they say. For instance, a young child points to a jug and says 'Jug', the staff member says 'Yes, it's a big blue jug', which encourages children to repeat these new words so that they can develop their understanding of how to use them in different situations. Consequently, children's language is developing further as staff concentrate on building up their vocabulary. Older children's communication and language is developing appropriately as staff talk and play with them all the time. However, children's ability to become critical thinkers is not so well supported because staff do not always use open-ended questions to draw out and help children express their ideas and thoughts. All children's physical development is well supported. Staff encourage babies to stand when they are ready and hold them gently by the hands to walk around the room. Older children negotiate space in the garden as they run around, and use smaller, hand and finger movements to paint and draw. The interaction with babies is good. For example, staff gather information from parents about children's likes and interests before they start at the setting so that staff can sing favourite songs and read stories to the children as they settle in. This demonstrates how the good working relationships developed with parents is used effectively to support children's learning and help them to settle quickly. Parents are kept well informed about their child's progress and staff use various methods, such as, daily discussions and the Home Learning Board as a way of helping to guide parents in how they can support their child's learning at home.

During the children's first few weeks at the nursery, staff complete an entry assessment in collaboration with the parents, which allows staff to identify children's starting points. All staff use a consistent format to plan activities throughout the nursery and staff identify learning and development objectives with children's next steps in mind. Staff observe children's play and use photographs and written observations to recognise children's achievements. Staff identify children's next stage in learning and develop future planning to support their interests and development. As a result, assessments clearly show they are working well within the typical range of development expected for their age. Staff working in the over two's room demonstrate a secure understanding of how to carry out the progress check for children between the ages of two and three years and share this information with parents and other professionals.

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

Children are happy and settled at the nursery because the key person system helps children to settle in and develop a sense of attachment and security to staff. Children confidently seek physical comfort from familiar staff, by approaching them for a cuddle as they arrive in the morning. There are quieter areas of all the rooms where children and their parents spend quality time with the staff and other children, which means staff get to know children well as they settle in. Babies have a separate room which provides a quiet

place for them to sleep and to feel safe and secure while spending time with familiar staff. Children interact positively with each other and with the staff, and their behaviour demonstrates they are emotionally secure. Recent training has given staff added confidence in dealing with any challenging behaviour and resulted in new strategies for celebrating children's positive actions, such as a displayed 'achievement tree'. As a result, children behave well and are encouraged to be kind to each other. They share their experiences with adults and develop close friendships with other children. Staff sensitively remind children to share and take turns during games and take time to explain their expectations to children. As a result, children play together nicely, for example, they work together as a group to play with the bricks and build animals.

Children's independence is encouraged as appropriate for their level of development. Mealtimes are used as an opportunity to increase children's independence and promote their awareness of healthy eating. For example, at snack time children peel and cut bananas and pour their own drinks, and adults talk about the foods that are good for us. Children scrape their plates when they are finished and clean the table using a cloth. As a result, children are confident in their ability to be independent and are developing the skills to help them to become ready for their move to school. Children approaching school age visit their new school with their key person and their current levels of development and progress are shared with the teacher. Therefore, there is a shared approach to supporting children's future learning and development. Staff manage transitions within the nursery well. Babies are supported by their key person for their move to the older age group. They have a number of settling visits to the next age room, where they can interact with the older children and become familiar with the environment. As a result, younger children are happy to explore new situations when supported by a familiar adult.

Children are taught about the importance of having a healthy and active lifestyle. The outdoor area provides good opportunities for children to develop their physical skills and strength. Children have access to wheeled toys, balls and have plenty of space to move and run around. This helps children to develop their coordination and helps them to control their large and small movements, contributing to a healthy and active lifestyle. Staff risk assess all areas, furniture, equipment and toys so that children can play and learn in safety. Children manage their own safety during their own play activities. Older children carry scissors safely and sit down when using them. This demonstrates children know how to keep themselves safe during activities. Security is managed well at the nursery, with external doors kept locked and visitors being greeted by the manager and asked to sign in to the nursery. This means effective measures to minimise risks to children are in place, contributing to their safety and well-being.

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

The management team demonstrate good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage, which helps to make sure children are safeguarded well. The management team have robust systems in place for the recruitment and selection of staff so that the suitability and qualifications of those that come into

contact with children are checked. Management provide new staff with a thorough induction. Staff complete safeguarding training and undertake practical tasks, such as nappy changing and managing behaviour. This makes sure staff are fully prepared and well-informed about nursery procedures. As a result, staff have the necessary skills to fulfil their role. All staff are provided with support through regular supervisions with the manager. Management is keen to support staff to continually improve their practice and regularly observe staff during their activities with children. Increased monitoring has led to staff being offered individual feedback on a regular basis to continuously develop their skills. Managers provide training opportunities to increase staff confidence and develop their skills further. For example, training to support behaviour management in the nursery has been recently delivered to all staff, improving their ability to deal with difficult situations, understand various patterns of behaviour and know who to turn to for additional support. This means staff have the necessary skills and knowledge to promote positive behaviour. Management and the nursery's quality assurance manager provide continued support for behaviour management to both parents and staff and offer advice and guidance where it is needed. Staff have a good understanding of how to keep children safe and demonstrate their awareness of the steps to take if they have concerns for a child. This contributes to continuity of care and children's well-being.

The nursery management team continually reflects on ways to improve the service they provide. Self-evaluation is used to consider the nursery strengths and areas that the management would like to further develop. This enables those in charge to identify realistic priorities for change that are achievable. Management and staff consider the nursery development plans during team meetings and share ideas, along with comments from parents gained through questionnaires, so that all those involved in the nursery can contribute to making changes. The team are focused on making further improvements and plan to increase the quality of the outdoor environment. The nursery has made significant improvements since the last inspection and successfully addressed the actions and recommendations raised, so that behaviour management, monitoring of staff performance and partnerships with parents and others have all been improved. For example, managers link with the Sure Start centre to support parents to access training and work in partnership with local schools and other professionals, such as speech and language therapists, to ensure all children are fully supported.

Parents are complimentary about the strength of staff relationships with children and the warm, caring nature of the staff. Staff provide useful information to parents, and where necessary, offer advice and support on aspects of children's development. Managers monitor the success of the partnership with parents and implement new ways of communication, as required. For example, managers send out newsletters and a timetable is displayed to advertise events and activities which parents can participate in. The nursery works effectively with other providers so that children experience continuity of care and have a shared approach to their learning and development. Partnerships with the local school are developing well. Staff take children to visit their new school and display images of the uniform children will wear as well as parts of the school building. This helps children to become familiar with their new environment. The management team have plans to share planning and timetables in order for them to attend events at the school. This means children will feel prepared for their next stage in learning.

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. 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

Unique reference number	EY470076
Local authority	Manchester
Inspection number	967632
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	35
Number of children on roll	40
Name of provider	Kiddi Days Ltd
Date of previous inspection	14/02/2014
Telephone number	01612278222

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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M1 2WD

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