

Kids Zone Manchester

929 Oldham Road, Manchester, M40 2EB

Inspection date

Previous inspection date

29/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- Children are not kept safe from unauthorised persons entering the premises. This is a breach of legal requirements.
- Staff do not operate a safe system or policy for the use of mobile phones, cameras and recording equipment in the nursery, which means children are not adequately safeguarded.
- Children do not always have the opportunity to play, explore and become deeply involved in self-chosen activities because the routine is structured and very adult-led, which means their independence, interests and choices are restricted.
- Deployment of staff is not effective, so that new staff are supported in managing children's behaviour during lunchtimes. This compromises children's safety and well-being.

It has the following strengths

- Appropriate partnerships with other professionals and parents are in place to support children. This makes a positive contribution to meeting children's needs.

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 observed activities in the indoor and outdoor areas.
- The inspector took account of the views of parents spoken to on the day.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked 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

Kids Zone Manchester opened in 2014 and is privately owned. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and operates from an old rectory in Oldham, 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 and a week at Christmas. Children attend for a variety of sessions. They are cared for across nine rooms and have access to an enclosed outdoor play area. There are currently 63 children in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are a total of 11 members of staff, eight of whom hold appropriate qualifications. One of the staff holds a qualification at level 7. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- ensure that effective security measures are put in place to prevent unauthorised persons entering the premises
- ensure the safeguarding policy and procedure is understood and implemented, in relation to the use of mobile phones, recording equipment and cameras in the nursery
- ensure that the routine is organised to create a balance of child-led and adult-led activities to encourage children's interest and sustain their enjoyment
- ensure that staff are deployed effectively during children's lunchtime to secure their safety, welfare and to meet children's needs.

Inspection judgements

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

The nursery is welcoming and friendly and staff have a good understanding of how to plan adult-led activities to meet the learning and development needs of children. As a result, children are well supported in their learning during adult-led activities. However, the routine is too structured and adult-led and the balance between these activities and those led by children, has not been effectively judged by staff. This means there is very little

time for child-led activities and as children do not play independently and have opportunities to lead their own learning. As a result, children's choices are very restricted and staff are limited to checking children's achievements through planned, adult-led activities. Before children start at the nursery, staff gather the relevant information from parents about their children's current development and initial assessments are carried out by observing children when they first start to attend. The information is then used to plan for children's starting points. Consequently, children settle well into the nursery. They are provided with planned activities that are matched to their age and stage of development. Staff organise the environment well, providing clearly defined areas for role play, building with construction materials and quiet times with books, all of which provide a broad range of activities across the seven areas of learning and development.

Children mostly enjoy the activities on offer and particularly enjoy being creative. Staff ask open-ended questions, encouraging children to think for themselves. For example, staff ask, 'What are you going to use to make your hat?' Children answer the question confidently naming materials and pointing to the resources. Consequently, this teaching method encourages children to have their own ideas during planned activities and develop their communication and language skills. Staff support children's language development further by using simple sign language, which children understand. They also use visual routines and key words in the children's home language, to help children to feel secure in a new environment. Staff help children to develop skills further by encouraging problem-solving, number skills, writing and planting, and looking after the nursery animals to learn about the world around them. This means that children gain an appropriate range of skills to prepare them for future learning in school. Staff motivate and talk with the children during the activities, and are skilful in incorporating the children's unique experiences into learning. For example, children are encouraged to talk about their experiences of travelling to nursery on the bus during a mathematical activity, which leads children to talk about the numbers on the bus. As a result, children are becoming confident in using language to describe, explain and connect their thoughts and ideas in mathematics.

Events in the nursery are planned and occasionally children benefit from the experience of visiting local dentists, police and the fire service. This assists with developing children's awareness of the world around them and further supports the activities the nursery offers. Staff have created sound partnerships with parents because they take the time to talk to them each day about children's care, well-being and learning. Staff have a tracking system to help them monitor children's progress and to identify gaps in children's learning and development, and take appropriate action to include other professionals to support children in their learning. Key persons share updates on children's progress with parents and write short observation summaries, which include ideas for learning at home. As a result, staff have a full picture of children's interests and progress, both at home and in the nursery. Staff have a secure knowledge of the progress check for children between the ages of two and three years. This means that staff are able to work with parents to identify any early intervention that is required to help children to make sufficient progress.

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

Children confidently approach activities both indoors and out. However, their safety is compromised. The provider is not sufficiently vigilant with regards to the security of the premises. For example, during the inspection, the nursery door is left unlocked or open and the inspector gained unauthorised access into the nursery. As a result, unauthorised persons are not prevented from accessing the nursery. Furthermore, staff practice in relation to safeguarding, and specifically the use of mobile phones in the nursery, is not effectively implemented because staff do not question adults when they use their phone in the rooms where children play. This significantly compromises children's welfare. As a result, children are inadequately safeguarded. However, staff are genuinely caring and warm relationships with children are evident. Children have secure relationships with staff. The key-person arrangements support children well with their move into nursery because staff gather information about children's likes, dislikes and routine on 'all about me' forms from parents. Consequently, children and babies settle quickly and easily because staff know them well. Children are effectively supported as they move between rooms through visits with their key person. Staff also contact the local primary schools to arrange for teachers to visit the nursery, so that children become familiar with their new carers. Staff complete reports to share with teachers, so that the school are aware of each child's needs which promotes continuity in children's care and learning. This makes it easy for children to make the move from nursery to school.

Children of all ages are taught the benefits of active and healthy lifestyles, as they enjoy daily opportunities for fresh air and physical exercise. Children take part in the nursery's 'wake and shake' programme each morning to develop their larger movement and coordination skills. Staff arrange for a sports coach to visit the nursery each week, which helps children to further develop their physical skills. As a result, children benefit from an active lifestyle that contributes towards their health and well-being. Children and babies have access to the outdoors throughout the day and outdoor activities offer children the opportunity to take measured risks in their play because they are supported by the staff. For example, children climb on the pirate ship and roll giant barrels, while staff stay close by to encourage and support them. These challenging activities help children to develop a 'have a go' attitude, which helps them to become confident and active learners. Children enjoy planting vegetables which staff use to support their understanding of healthy eating. During snack time, staff teach children about the different vegetables they are eating and the food that is good for them. The nursery is visited by a nutritionist to help the staff to provide healthy food for children. The nursery is part of the Sure Start weighing scheme to determine if children are a healthy weight. This enables the nursery to provide children with the correct portion sizes for their age, weight and height. As a result, this contributes to keeping children healthy.

Staff support children as they develop aspects of their independence. Children manage to serve their own food at mealtimes, wash their own hands and clear away after themselves. Children enjoy the tasks and are pleased when staff praise them for achieving what they set out to do. Children begin to develop an awareness of how they can keep themselves safe inside and outside. This is because they practise walking to the outdoor area safely as a group, past the main entrance, through the main door and round to the garden, which means children learn about their own safety in a secure environment. Staff manage children's behaviour appropriately for their age and children mainly behave positively. However, lunchtimes are disrupted, because deployment of staff is not effective

to meet the needs of children. New staff are left alone to manage the children and the children's behaviour deteriorates. For example, children walk around with food and staff struggle to get them to sit down. Consequently, children's safety is compromised.

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

The provider has failed to ensure that the requirements of the Early Years Foundation Stage and the Childcare Register are fully met. The provider does not make sure that safeguarding and safety policies and procedures are followed rigorously by staff. The provider does not monitor that security procedures are followed by staff and visitors to make sure that unauthorised persons do not enter the premises. This is because the door was found to be open on one occasion and unlocked on another. Equally, the provider does not ensure that children are safe from the inappropriate use of mobile phones, cameras and recording equipment in the rooms where they play. Staff do not prevent visitors from using their mobile phones, cameras or recording equipment, which is against the nursery policy and does not safeguard children. These concerns compromise children's safety and breach several of the welfare requirements of the Early Years Foundation Stage and also the compulsory and voluntary parts of the Childcare Register. As a result, children are not suitably and adequately safeguarded.

All staff who work with the children at the nursery are appropriately vetted. This process includes obtaining information about employment history, qualifications and completing Disclosure and Barring Service check updates. Staff receive induction training covering policies and procedures, health and safety, and safeguarding. Staff show a suitable knowledge of how to recognise the different signs of abuse. There is a sufficient number of staff trained in first aid. Accident records and the administration of medication are recorded appropriately. For example, the nursery have a pre-nursery injury form for parents to complete when their child has had an accident at home. The form includes a body map for parents to complete. All accidents that happen in the nursery, are recorded and signed by the manager. The form includes the action taken and the first aid administered. Parents receive a call to notify them if any head injuries and/or serious accidents occur. A qualified first aider is available at all times to ensure that children receive appropriate treatment in the event of an accident.

The manager evaluates different aspects of the nursery, including the daily adult-led activities in which the children participate. However, the deployment of staff during children's lunchtimes is not adequately monitored, to ensure new staff manage this part of the routine effectively to ensure all children's needs are met. This is a further breach of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff receive support through supervision sessions and observation of their interactions with children. This demonstrates that appropriate systems are in place to monitor and develop the quality of the staff's teaching. As a result, staff development is identified and systems are in place to improve experiences for children. The nursery works appropriately with other professionals to support children, such as the speech therapist, the special educational needs teacher, and the school's transition coordinator, who have all visited the nursery recently. This makes a positive contribution to meeting children's needs. For

example, information about the children is shared with reception teachers from local schools. This helps ensure that teachers are well prepared to support children effectively when they start full-time education. The nursery works alongside the Sure Start centre to support funded children. Staff have created sound partnership with parents, who state that they feel managers deal with anxieties as their child start at the nursery. Parents receive newsletters and attend events at the nursery, which means they are kept fully informed at all levels.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (compulsory part of the Childcare Register)
- train all staff on the written statement of procedures to be followed to safeguard children from abuse or neglect (compulsory part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (voluntary part of the Childcare Register)
- train all staff on the written statement of procedures to be followed to safeguard children from abuse or neglect (voluntary part of the Childcare Register).

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	EY476208
Local authority	Manchester
Inspection number	965743
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	69
Number of children on roll	63
Name of provider	Kidszone Manchester Ltd
Date of previous inspection	not applicable
Telephone number	01616299144

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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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