

Inspection date	17 March 2015
Previous inspection date	27 March 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision is inadequate

- Teaching is not yet consistently good and the quality and frequency of staff interactions with children is varied. Therefore, children do not always achieve to the best of their ability.
- Staff routinely provide activities that children enjoy, but do not always consider how they can use children's interests to help them achieve the next steps in their learning.
- Staff caring for children under two years of age do not always place enough focus on supporting early communication and language skills.
- The recent move of staff and children within the nursery means some children are unable to maintain a secure attachment with a consistent member of staff.
- Systems to evaluate and monitor the quality of teaching, the effectiveness of action taken and the impact of staff training are not effective. Consequently, not enough has been done to raise the quality of the provision to good.

It has the following strengths

- Children with special educational needs and/or disabilities are well supported. Staff work very closely with parents and relevant professionals to ensure they are fully informed of children's individual needs and how to best support them.
- Children learn to manage their behaviour and share toys by following consistent explanations and the positive example set by staff, who encourage children to show care and concern for one another.
- Staff are well trained in safeguarding. They are alert to child protection issues and are able to implement procedures to protect children from possible harm. Managers have thorough systems for checking that staff are suitable to care for children.

What the setting needs to do to improve further

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

- ensure all staff use the information gained through observation and assessment, including using children's interests, to enrich the planning process, in order to help children achieve the identified next steps in their learning
- improve opportunities for children to develop their early communication and language skills by, for example, engaging children in activities without their dummies, so they have regular opportunities to experiment with sounds and words
- improve supervision and performance management in order to give staff detailed feedback to improve the quality of their teaching and to challenge any underperformance swiftly.

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

- minimise the movement of staff and children within the nursery to ensure children are able to maintain a secure emotional attachment with a consistent member of staff, in order to further promote their emotional well-being and independence.

Inspection activities

- The inspector observed activities and the quality of teaching.
- The inspector held meetings with the manager and spoke to the registered person.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and the provider's procedures for self-evaluation.
- The inspector took into account the views of parents spoken to on the day of the inspection.

Inspector

Vickie Halliwell

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Not all children make good progress because staff practice is inconsistent across the nursery. Staff routinely observe and assess children's capabilities and note children's interests and preferred learning styles. However, staff do not always make good use of the information to help children make the best possible progress. As a result, some planned activities, for example, to help children use scissors independently, do not fully match children's needs or sustain their interest. In contrast, individual play plans are used effectively to help children with additional needs and/or disabilities achieve clear targets. Staff work closely with parents and relevant professionals when they identify that a child is not developing as quickly as they should. Overall, staff provide a broad range of activities. Children enjoy their time at the nursery and are suitably occupied. They have some good opportunities to use a varied range of small tools. For example, children enthusiastically use fishing nets to investigate items in the water tray, they explore the garden area with magnifying glasses. Most children, including those who speak English as an additional language are well supported as they develop early communication and language skills. However, staff caring for younger children do little to discourage the use of dummies. As a result, children do not always have enough opportunities to experiment with sounds and words.

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

Staff are warm and caring, they respond quickly to reassure and comfort children who are unsettled, which helps promote children's emotional well-being. In order to meet the group needs of children aged between two and three years, a number of staff have been redeployed and children relocated to a new room. These children now benefit from smaller group sizes which enable increased one-to-one support, particularly for children with additional needs. However, the move has been unsettling for a small number of children who have been unable to maintain a secure attachment with a consistent member of staff. Children's immediate care needs are well met and staff work with parents to support children as they move within the nursery. Staff skilfully and consistently manage unwanted behaviour, successfully minimising disruption to other children in the room. Children develop positive attitudes to learning that help them get ready for the move to maintained nurseries and school. Staff support children to become independent by, for example, encouraging them to feed and toilet themselves, and to put on their own coats. Children have daily opportunities to be physically active outdoors.

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

Leadership and management are weak. The manager has taken steps to address weaknesses identified at previous inspections but has failed to make the improvements required to raise the quality of the provision to good. The manager spends time in each room working with staff and has identified areas where improvements can be made. She meets regularly with staff to discuss practice, the educational programme and the

progress children are making. The manager is beginning to use some strategies aimed at improving the quality of teaching, such as modelling good practice, but this is not yet embedded. Most staff are suitably qualified, they attend training and have regular development opportunities. However, this does not always sufficiently improve staff's knowledge and understanding, in order to improve the quality and consistency of teaching. Systems to review and monitor the effectiveness of action taken and the impact of staff training are not effective. As a result, too little is done to secure continuous improvement that improves children's life chances.

Setting details

Unique reference number	EY456634
Local authority	Salford
Inspection number	974631
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	44
Number of children on roll	86
Name of provider	Wow! Kids Limited
Date of previous inspection	27 March 2014
Telephone number	01617037722

Wow Kids nursery was registered in 2013. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications; 10 at level 3 and one at level 2. The nursery opens, from Monday to Friday all year round. The nursery is open from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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