

## Inspection date

27 July 2015

Previous inspection date

17 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff have a good knowledge of how children learn and provide a varied and imaginative educational programme, with precise assessment and planning for individual children. As a result, children make consistently good progress in their learning and development in all areas of learning.
- Babies and children are happy, content and well settled in the nursery. This is because staff gather detailed information from parents about children's care needs, which effectively promotes their emotional and physical well-being. They use this information well to support children with the settling-in process and to follow their individual routines.
- Children develop good communication and language skills. They are articulate and confident as they talk to staff and each other during play and daily routines.
- Staff have a secure knowledge and understanding of their responsibility to safeguard children, which is effectively translated into practice. This means that children are well protected and can play and learn in a safe environment.
- Arrangements for monitoring the quality of teaching and staff's performance are rigorous and well documented. The manager role models good practice, observes staff and carries out appraisals and supervisions to ensure practice continues to improve.

### It is not yet outstanding because:

- The manager does not yet check the progress made by different groups of children. This means that staff cannot be sure that vulnerable children make as much progress as possible.
- Staff provide fewer opportunities for children to learn to link sounds to letters, and name and sound the letters of the alphabet.

## What the setting needs to do to improve further

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

- make better use of information from assessments to check the progress made by different groups of children and make sure that those who need additional support make as much progress as possible
- provide children with an extensive range of opportunities to link sounds to letters, and name and sound the letters of the alphabet to enhance their early reading skills.

### Inspection activities

- The inspector observed children's activities in all playrooms and the outdoor environment.
- The inspector carried out a joint observation of a planned adult-led activity with the deputy manager.
- The inspector held discussions with the deputy manager and the provider. She talked to staff and children throughout the inspection.
- The inspector looked at various documents, including a sample of policies and procedures, children's records, risk assessments and evidence of the suitability and training of staff.
- The inspector discussed arrangements for self-evaluation with the deputy manager.
- The inspector took account of the views of a small selection of parents spoken to on the day of the inspection.

### Inspector

Julie S Kelly

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Teaching is good across the nursery and in some instances, outstanding, particularly in the baby room. Staff provide children with a wide range of interesting and challenging activities, which means that they develop into enthusiastic and motivated learners. As a result, children of all ages develop a good range of skills and attitudes that prepare them well for future learning and eventually, school. Children develop early reading skills as they learn to recognise their name, as they self-register on arrival. However, staff provide fewer opportunities for children to link sounds to letters. Staff complete accurate observations and assessments, and effectively use the information to plan for children's next steps in learning. This means that children's individual developmental needs are met well. Children with special educational needs and/or disabilities and those who speak English as an additional language are effectively supported through close partnership working with parents and external professionals. Staff regularly share information about children's achievements, and parents' contributions to assessments show that their learning is well supported at home.

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

The key-person system is well established and effective. Children build close relationships with staff, which means that they develop high levels of confidence and a strong sense of emotional security. Babies are cared for by extremely sensitive staff who respond quickly to children's individual needs to ensure they remain comfortable and content. Children develop good independence skills because staff encourage them to do things for themselves as much as possible. Children follow good hygiene routines, enjoy healthy and nutritious snacks and participate in daily outdoor activities, which successfully promotes their good health and well-being. Staff are good role models and provide clear and consistent guidance to promote positive behaviour. Consequently, children are polite, behave well and show kindness and respect to others, as they play cooperatively together.

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

The majority of staff hold an appropriate early years qualification at level 3 or above and this, together with an extensive training programme, contributes significantly to good practice within the nursery. Staff track individual children's progress, so that they can identify any gaps in their learning and seek appropriate support, if necessary. The manager checks the progress of all the children in the nursery and analyses the information to improve learning outcomes for them. For example, recent information obtained identified that children's mathematical development was lower than other areas of learning. This led to staff developing further opportunities to promote children's counting, matching and sorting skills, and extend their understanding of shape, space and measure. However, systems to monitor the progress of different groups of children are not yet fully developed.

## Setting details

<b>Unique reference number</b>	EY456634
<b>Local authority</b>	Salford
<b>Inspection number</b>	1010767
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	44
<b>Number of children on roll</b>	90
<b>Name of provider</b>	Wow! Kids Limited
<b>Date of previous inspection</b>	17 March 2015
<b>Telephone number</b>	01617037722

Wow Kids was registered in 2013. The nursery employs 12 members of childcare staff. Of these, one holds an appropriate early years qualification at level 4 and nine hold level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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