

Kids Allowed Christie Fields



Joshua House, Christie Way, Christie Fields Office Park, Manchester, M21 7QY

Inspection date	21 March 2016
Previous inspection date	2 July 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The quality of teaching is consistently good and in some aspects outstanding. Robust systems for observation, assessment and planning are in place and are used well by staff, to extend children's learning. Staff closely monitor the educational programmes and provide a stimulating and individualised curriculum for all children.
- Partnerships with parents and other professionals are strong. Staff recognise and deal swiftly with any emerging learning needs of individual children. Parents are kept up to date with information regarding their child.
- Children benefit greatly from the positive interactions with staff, who are good role models and provide them with lots of praise and encouragement. Children behave very well, are confident and self-assured individuals.
- Staff support children to develop their communication and language skills. They use effective teaching strategies and give children time to think and respond.
- Clear and focused self-evaluation shows there is continuous improvement in the quality of care and education provided for all children. This demonstrates the management team's drive and commitment to improve outcomes for children and families.

It is not yet outstanding because:

- Overall, the key-person system is strong, although more could be done to ensure that the needs of babies and toddlers are met to an even higher level.
- Some staff do not seize opportunities to help children extend their already good social and self-help skills even further.

What the setting needs to do to improve further

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

- strengthen the already good key-person system to provide even more opportunities for children to have time with their key person and to enhance their emotional well-being even further
- provide even more opportunities for children to extend their social skills at routine times of the day.

Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors completed a joint observation with the nursery manager, deputy manager and the early years coordinator.
- The inspectors held a meeting with the provider and the manager. They looked at relevant documentation, such as, the nursery's policies and procedures, risk assessments, self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspectors spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Donna Birch and Kellie Lever

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding children are effective. The management team and staff have a thorough understanding of their roles and responsibilities. Clear policies and procedures are in place. These are regularly reviewed and effectively implemented by all staff. Risk assessments are undertaken for the nursery and for any outings, including when children are transported by car. There are good procedures in place for dealing with any accidents or incidents. A robust recruitment procedure is in place and a thorough induction programme is completed. This means that all children are cared for by suitable adults. Staff are supported through highly effective monitoring and supervision. They attend a wide range of training courses that supports them to deliver good quality care and education. Staff are well qualified and experienced. They are deployed effectively according to their individual skills and experience.

Quality of teaching, learning and assessment is good

Children are enthusiastic and active learners. They explore the vibrant learning environments and make some independent choices in their play. Staff play with children down at their level, which gains their attention. This supports children to engage in meaningful conversations and provides opportunities for them to express and elaborate their ideas. Staff provide lots subtle commentary as they play with babies who excitedly respond and repeat some familiar words. This helps to develop their listening and attention skills and widen their vocabulary. Older children develop their language and imaginations as they eagerly join in group-time activities. One way they do this is to rhythmically tap out words on drums to enhance letter sounds. Children discuss the different pitch and tones of their voices, as they speak through cardboard tubes. They are challenged to think and they are highly stimulated, as they add their own ideas and share these with their peers and staff. Staff use mathematical language with children as they play helping to deepen their understanding and confidence with these concepts.

Personal development, behaviour and welfare are good

Overall, the key-person system is good. Flexible settling-in sessions work well and children's needs are considered as they move to the next room in the nursery or to school. Staff consistently encourage and reinforce good hygiene practices. They support children's understanding of the importance of leading a healthy lifestyle. The meals and snacks that are provided for children are healthy, nutritionally balanced and take account of unique dietary requirements. There is easy access to the outdoor play areas. These are extensively resourced and provide children with numerous exciting opportunities to be physically active and to explore using all of their senses. Staff support children to experience manageable risks and challenges. For example, staff reassure children they will be close by as they scale the climbing apparatus.

Outcomes for children are good

All children, including those who are disabled, have a special educational need or speak English as an additional language, make exceptionally good progress from their starting points. Children are very well prepared for the next stage of their learning and school.

Setting details

Unique reference number	EY330948
Local authority	Manchester
Inspection number	1042141
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	247
Number of children on roll	312
Name of provider	Kids Allowed Limited
Date of previous inspection	2 July 2013
Telephone number	0161 434 6594

Kids Allowed Christie Fields was registered in 2006. The nursery employs 78 members of childcare staff. Of these, 65 hold appropriate early years qualifications between levels 2 to 6, including one member of staff with Early Years Professional status and Qualified Teacher Status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports a number of children who are disabled or have a special educational need. In addition, care is provided for children who speak English as an additional language.

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