

# Kids Around The Clock @ Benchill

Brookfield Gardens, MANCHESTER, M22 8ZZ



## Inspection date

21 September 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 dedicated leadership team uses effective self-evaluation systems. They actively seek feedback when reflecting on quality and practice. The information gathered is used to set purposeful actions, to continuously improve outcomes for children.
- Staff work closely with other professionals. They plan targeted support for children who have special educational needs or disability. Staff attend bespoke training and implement effective methods, to ensure that any identified gaps in children's progress are closing.
- Highly qualified staff have a thorough understanding of how children learn. Teaching is good as staff use their knowledge, skills and expertise very well, to provide interesting and stimulating activities that enthuse and excite children. This helps all children to make good progress in their learning and development.
- The homely and welcoming environment and caring and nurturing staff help to support children's emotional well-being. Children are collected from home and flexible settling-in visits contribute towards their sense of belonging. Even children who are new to the nursery demonstrate they are secure.

### It is not yet outstanding because:

- Staff do not always use assessment findings to plan meticulously for older children, so that they are helped to make even better than good progress in their learning and development.
- The systems to help parents to guide their children's learning at home are still being established.

## 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 assessments, to plan more precisely and ensure older children are supported to achieve the very best possible progress, in all areas of learning and development
- strengthen ways to support parents to continue children's learning at home.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a meeting with the provider, quality manager and manager, and spoke to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation, such as children's learning records and planning. She looked at policies and procedures, risk assessments, self-evaluation and checked evidence of staff qualifications and suitability.
- The inspector took account of the views of parents spoken to during the inspection.

### Inspector

Layla Louise Davies

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders have a clear vision and high expectations of staff practice. Since registration a team of experienced staff have been recruited and leaders ensure they have the necessary skills to meet all children's needs. Staff receive regular supervision, support and training to enhance their professional development and to keep up to date with policy and practice. The arrangements for safeguarding are effective. Staff have a thorough understanding of child protection procedures. Leaders ensure staff know what to do if they are concerned about a child. Detailed risk assessments and daily checks of the premises are completed. Staff are effectively deployed to supervise children and the required staff-to-child ratios are maintained. This helps to keep children safe. Most staff are qualified first-aiders and immediately respond to and record any accidents. Established policies and procedures have been adopted from the provider's other setting. Staff provide information on a daily record for parents. This includes, sleep monitoring and the frequency of nappy changes.

### Quality of teaching, learning and assessment is good

Teaching is good and encourages all children to develop an interest in books. Staff read favourite stories and use animated voices to enthral babies and keep them engaged. This helps to support their concentration and attention skills. Two-year-old children enjoy exploring in paint and glitter, using their hands and brushes to make marks. Staff encourage pre-school children to develop positive relationships with their peers. Children get to know one another as they sing hello songs during group time. Children have good opportunities to explore their senses. They have regular opportunities to play in the well-equipped sensory room. Staff effectively promote children's speaking and listening skills. All children, including children who speak English as an additional language develop strong communication skills.

### Personal development, behaviour and welfare are good

Babies are soothed to sleep and are provided with soft lighting and individual comforters as they settle down for a nap. Children's good health is supported through consistent hygiene routines such as brushing their teeth and eating nutritious and well-balanced meals. This contributes towards children's physical well-being. Key persons gather meaningful information from parents before children start and use this to support children from the first day. They place great emphasis on encouraging parents to feel welcome. Staff generally use effective methods to share information. These include, newsletters, an online learning journal and social media. Staff are kind and friendly and act as positive role models. They encourage children to use manners, share toys and listen to others. This contributes towards children's good behaviour and social skills. Older and younger children eat together in the dining room. This helps to promote strong relationships.

### Outcomes for children are good

All children, including those in receipt of additional funding make good progress in relation to their capabilities. They are confident and learn to independently manage their self-care skills. All children are motivated, enthusiastic and have a positive attitude towards their learning. Older children confidently use numbers in their play.

## Setting details

<b>Unique reference number</b>	EY499945
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1073187
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	130
<b>Number of children on roll</b>	78
<b>Name of registered person</b>	Kids Around The Clock Limited
<b>Registered person unique reference number</b>	RP901026
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0161 998 0579

Kids Around The Clock @ Benchill was registered in 2016. The nursery is open from 7am to 7pm, Monday to Friday, all year round. The nursery employs 17 members of childcare staff. Of these, two members of staff hold early years teacher status, one holds a recognised qualification at level 6, one holds a recognised qualification at level 5, one holds a recognised qualification at level 4 and eight members of staff hold recognised qualifications at level 3. The nursery supports children who speak English as an additional language and children who have special educational needs or disability. The nursery provides funded early education for two-, three- and four-year-old children.

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