

Kids Childcare Stockport Ltd Cheadle Heath



Cheadle Heath Primary School, Edgeley Road, STOCKPORT, Cheshire, SK3 0RJ

| | |
|--------------------------|------------------|
| Inspection date | 17 November 2016 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | 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 | | Not applicable | |

Summary of key findings for parents

This provision is good

- The well-qualified provider places great importance on reflecting on and evaluating the quality of the provision. Staff, parents and children are asked for their opinions and contribute their suggestions. This successfully supports continuous improvements.
- Attentive, friendly and welcoming staff quickly establish strong relationships with all children. Children's individual needs are known and well met. Children are actively encouraged to try new activities and experiences which help to support their motivation and willingness to have a go.
- Partnership with the host school is excellent. Detailed information is shared with teachers about school themes and children's individual interests, skills and capabilities. This is effective in helping to complement children's learning in school and supporting the next stages in their learning.
- Children behave well and play cooperatively together. Older children are given extra responsibilities and enjoy their role as a buddy to younger children. Younger children are very polite and use good manners when talking with others.

It is not yet outstanding because:

- Occasionally, planned activities focus on the end product rather than the process, which does not fully support children's imagination and creativity.
- Children are not always able to move around freely and lead their own play. Staff do not always consider this when preparing the room.

What the setting needs to do to improve further

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

- extend opportunities for children to make choices and develop their imagination and creativity, during planned activities
- help children to move around the room more freely and lead their own play.

Inspection activities

- The inspector viewed all areas of the setting, observed play opportunities for children indoors and outside and spoke to the provider, staff and children at appropriate times.
- The inspector completed an evaluation of an activity with the provider.
- The inspector looked at relevant documentation, including, children's records, policies and procedures, risk assessments and she checked evidence of staff suitability and qualifications and discussed the setting's self-evaluation and action plans.
- The inspector took account of the views of parents.

Inspector

Layla Louise Davies

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The provider ensures all staff are trained in child protection procedures and understand their roles and responsibilities should any concerns arise. Consistent policies and procedures are used well. Risk assessments are completed prior to children's arrival and daily checks are completed indoors and outside. These help to keep children safe. The provider follows robust recruitment procedures and implements clear systems to assess and support the ongoing suitability of staff. Staff receive ongoing supervision sessions, have regular meetings and update mandatory training. Furthermore, the provider identifies additional training for staff. This helps to keep them motivated, as their continued professional development is well supported. Partnerships with parents are well established. Staff keep parents informed about activities and events. They gather ongoing information from home to support planning in the setting. This helps to provide a consistent approach towards all children's care and learning.

Quality of teaching, learning and assessment is good

Staff are enthusiastic and interact very well with children. Children are listened to and are fully encouraged to voice their opinions. Staff ask them questions and involve them in the planning process. This helps to support their speaking and listening skills and helps them to feel valued. Children learn new skills and develop an understanding of the world. They make bird feeders using nuts and seeds. Staff explain how the cold weather can impact on the food available to small animals. Staff use opportunities during children's play to introduce them to colour and number. For example, as older boys play table top games, staff encourage them to count and match. Younger children are helped to recognise numbers as they play darts with staff. Older children persevere to construct three-dimensional globes. This contributes towards their physical skills and helps them to develop their levels of concentration. Staff know when to intervene and when to allow children to work through simple problems. Younger boys enjoy playing with toy cars and large tubes. When a car becomes stuck in a tube, staff ask children to consider how to free the car. Children respond by turning the tube upside down. They then try shaking the tube, which removes the car. This helps to develop young children's thinking skills.

Personal development, behaviour and welfare are good

Staff support children's confidence and self-esteem. They gather detailed information from parents before they start. Young children are collected from their classrooms by their key person. This helps them to settle quickly and feel secure. Outdoor facilities in school are good. Children have daily opportunities to be physically active outside, in all weathers. Staff help to promote children's physical well-being. They provide an excellent range of freshly prepared snacks which helps to support children's healthy lifestyles. Staff are positive role models who genuinely care for all children and have fun playing alongside them. Staff use a variety of ways to encourage kindness, sharing and cooperation which is consistent with the strategies used in school. Children are able to relax after the school day. They lie down with blankets and pillows, sit and watch videos and engage in quiet time. Girls choose books and read together as they unwind.

Setting details

| | |
|--|---|
| Unique reference number | EY477998 |
| Local authority | Stockport |
| Inspection number | 997950 |
| Type of provision | Out of school provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 3 - 11 |
| Total number of places | 24 |
| Number of children on roll | 47 |
| Name of registered person | Kids Childcare Stockport Ltd |
| Registered person unique reference number | RP533718 |
| Date of previous inspection | Not applicable |
| Telephone number | 07563065073 |

Kids Childcare Stockport Ltd Cheadle Heath was registered in 2014. The setting is based in Cheadle Heath Primary School in Stockport. The setting employs four members of staff. Of these, one member of staff holds a recognised qualification at level 5 and one member of staff holds a recognised qualification at level 3. The setting operates Monday to Friday, term time only, between the hours of 3pm and 6pm.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

