

## Inspection date

15 March 2017

Previous inspection date

18 November 2014

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

- Since the last inspection the experienced provider, who is also the manager, has worked hard to maintain the good quality. She is a strong leader who gathers feedback from staff, parents and children to identify strengths and areas for development. This information is used well to make ongoing improvements.
- Highly qualified staff use their knowledge well overall. They help all children, including those in receipt of funding, to make good progress in their learning. Staff plan activities that come from children's individual interests. This helps to engage and enthuse children and contributes towards their willingness to learn.
- Staff suggest ways for parents to support children's learning at home. They keep them fully informed about all aspects of their child's care and learning.
- The atmosphere is friendly and welcoming. Children learn good social skills and behave very well. Staff interact with children with warmth, enthusiasm and care. Children of mixed ages play well together. This helps them to develop high levels of confidence and emotional security.

### It is not yet outstanding because:

- Staff do not fully focus enough on providing children with high levels of challenge during activities to build on what they can already do.
- Staff sometimes do not find out as much as possible from parents about what children know and can do when they first start.

## What the setting needs to do to improve further

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

- enhance teaching and provide children with greater levels of challenge during play so that they make the best progress possible
- strengthen the level of information gathered from parents on entry about what their children already know and can do.

### Inspection activities

- The inspector completed a tour of the pre-school.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to the provider/manager, staff and children at appropriate times during the inspection.
- The inspector completed an evaluation of teaching with the provider/manager.
- The inspector looked at relevant documentation, such as policies, procedures and risk assessments, discussed self-evaluation and checked evidence of staff qualifications and suitability.
- The inspector took account of the views of parents during the inspection.

### Inspector

Layla Davies

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders support staff in their professional development. Staff have regular opportunities to enhance their knowledge. This helps to ensure they have the training and skills needed to meet children's needs. Leaders ensure that children are supervised well. Staff are suitably deployed and the required staff-to-child ratios are maintained. Recruitment procedures are robust and ensure that staff are suitable to work alone with children. This helps to keep children safe. The arrangements for safeguarding are effective. Everyone is aware of child protection procedures. This includes the use of mobile phones. The provider/manager is extremely knowledgeable. She ensures that all staff are well supervised and understand their responsibilities. Staff complete detailed registers of attendance. They carry out frequent risk assessments, and regular fire evacuation procedures are recorded. This helps to protect children's safety and welfare. Suitably qualified staff collect children from school. They share information with teachers. This helps to provide consistency for older children who attend both settings.

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

Staff record accurate observations and assessments. They use the information to plan for what individual children need to learn next. Older children develop good technology skills. They capably complete simple computer programs. Staff are responsive to children's emerging interests. As they find a spider outside, staff talk to younger children about it and help them to catch it in order to have a closer look. This helps to enhance their understanding of the world. Furthermore, children enjoy pouring water as staff engage them in discussions about the weather. They compare the effects of the dripping water to rain. They delight in listening to the sounds and feeling the drips of water on their hands.

### Personal development, behaviour and welfare are good

Children arrive happy and are greeted warmly by their key person. This helps them to move smoothly into the pre-school. The pre-school is inviting and organised well. Staff arrive early and check all areas are safe as they transform the hall into a stimulating environment. Toys and equipment are easily accessible to attract all children. This helps them to make independent choices and lead their own play. Children's physical well-being is supported well. Positive hygiene routines are embedded. Staff immediately respond to children's personal care routines, such as nappy changing, and record these. Staff advise parents of suitable healthy foods, and regular snacks are provided. Extracurricular activities, such as football coaching, help to support children's physical skills.

### Outcomes for children are good

Children make good progress in readiness for future learning. They are inquisitive learners who are willing to have a go. All children, including those who speak English as an additional language, develop good communication and language skills. They confidently communicate their likes and preferences, and their choices are respected. Older children form recognisable letters. They practise writing their name in readiness for school. Younger children develop mathematical awareness. They use number names and start to recognise shapes, for example, as they print in paint.

## Setting details

<b>Unique reference number</b>	EY465150
<b>Local authority</b>	Tameside
<b>Inspection number</b>	1086375
<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
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Amanda Jayne Greenwood
<b>Registered person unique reference number</b>	RP516603
<b>Date of previous inspection</b>	18 November 2014
<b>Telephone number</b>	07804832720

Kidz Stop was registered in 2013 and is situated in the Ashton under Lyne area of Tameside. There are five members of childcare staff. Of these, the provider/manager holds a recognised qualification at level 6, one member of staff holds an early years qualification at level 5, and three hold level 3. The pre-school is open Monday to Friday from 8.30am until 5.30pm. It is closed on bank holidays and for one week at Christmas. The pre-school provides funded early education for two-, three- and four-year-old children.

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