

Kiddi Days (Moss Side)

Claremont Sure Start, Claremont Road, Manchester, M14 7NA



Inspection date

10 August 2017

Previous inspection date

16 February 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The monitoring of staff performance is not successfully addressing the inconsistencies in the quality of teaching. This limits some children from making good progress.
- Staff interactions do not consistently support children's learning and development. Some staff miss opportunities to challenge and extend children's learning effectively.

It has the following strengths

- The management team has worked hard to address the actions set at the last inspection. This has improved staff's understanding how to safeguard children and keep the environment safe and hygienic.
- Robust recruitment and selection procedures help to ensure the suitability of staff to work with children.
- Children have good opportunities to learn about the natural world. They examine leaves and study worms and insects in the garden.
- Children are cared for in a welcoming and well-resourced environment. The broad range of outdoor experiences enables children to explore independently and be physically active.
- Partnerships with parents are secure. Parents say they are well informed about their child's day and are very happy with the level of care provided.
- The key-person system effectively helps children feel settled and emotionally secure. Children are happy and behave well.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ develop support for staff to provide them with the skills and knowledge needed to raise the quality of teaching to a consistently good level	07/09/2017
■ improve the quality of staff's interactions with children to ensure they receive consistently good learning and development opportunities.	07/09/2017

Inspection activities

- The inspector observed the interaction between staff and children and the activities provided indoors and outdoors.
- The inspector completed a joint observation with the manger and evaluated the quality of teaching.
- The inspector checked evidence of the suitability of adults working in the setting, looked at relevant documentation and discussed the setting's self-evaluation and plans for improvement.
- The inspector held meetings with the manager, staff and the provider at appropriate times during the inspection.
- The inspector took account of the views of parents and children spoken to during the inspection.

Inspector
Linda Shore

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Since the last inspection, all staff have undergone additional training and demonstrate a secure knowledge of what to do if they have any concerns about a child. They also have a good understanding of wider safeguarding issues and absence is monitored to highlight any concerns. In general, the manager supports staff through supervision meetings and peer observations to build on their professional development. Despite this, the quality of teaching through staff interactions with children is not consistent. Children's progress is monitored regularly including for specific groups of children and individual learning plans are implemented in order to close any identified gaps. All required records, such as accident and injury forms are easily accessible.

Quality of teaching, learning and assessment requires improvement

Assessment of children's development and planning for children's individual learning needs have improved since the last inspection. However, the quality of teaching is not consistently good. Staff do not support children to make good progress in their learning. The level of interaction between staff and children does not always provide effective challenge or encourage children's engagement during activities. For example, some children spend long periods playing alone or wander without purpose. Children are gaining an understanding of mathematics as they select resources by colour, compare sizes and count during activities. They are enthusiastic about books and staff help develop their vocabulary as they read together.

Personal development, behaviour and welfare require improvement

Children behave well and are happy and settled at the nursery. They are confident and pleased with their efforts as staff give plenty of praise and encourage them to keep trying and persevere. However, the weaknesses in staff interaction mean that some children's enjoyment of learning is compromised. Staff build good relationships with parents and obtain useful information about what children can already do when they start nursery. Children are welcomed into the nursery and choose from a wide range of activities that captures their interests. They enjoy many opportunities to play outdoors in the fresh air. They exercise as they ride bicycles around the track and use their arms to balance as they walk along planks. Children learn about healthy lifestyles as they enjoy freshly cooked meals delivered to the nursery each day. They talk about what they are eating and discuss why children with dietary requirements cannot eat certain foods that will make them unwell.

Outcomes for children require improvement

Despite the weaknesses in the quality of teaching, all children do make some progress. This includes children who have lower starting points when they enter nursery. They are learning some of the skills they will need for school. Children are gaining independence as they help to serve their own food and take care of their personal needs. They communicate confidently and enjoy playing in small social groups.

Setting details

Unique reference number	EY470076
Local authority	Manchester
Inspection number	1086691
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 - 8
Total number of places	50
Number of children on roll	41
Name of registered person	Adeptus Care Limited
Registered person unique reference number	RP904253
Date of previous inspection	16 February 2017
Telephone number	01618502126

Kiddi Days (Moss Side) registered in 2013. The nursery employs 15 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and four at level 2. 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. It supports children who speak English as an additional language and children who have special educational needs and/or disabilities.

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 2017

