

Kidz Matter Day Nursery Limited

339 Oldham Road, Failsworth, Manchester, M35 0AN



Inspection date	19 September 2017
Previous inspection date	7 April 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

- The management team is extremely committed and passionate, and they have high expectations for the quality of the nursery. They use self-evaluation to focus on areas of improvement and evaluate how changes made have benefited outcomes for children. Since the last inspection they have made significant improvements to the outdoor area.
- The highly qualified staff team demonstrates good teaching skills. Activities provided for children are exciting and inventive. Staff engage and enthuse children, successfully igniting their natural curiosity. All children make good rates of progress.
- Support in place for children who have special educational needs and/or disabilities is a key strength. Partnerships with external agencies are in place and staff work well with advice offered. Parents speak highly of the care and dedication of the staff team.
- The key-person system is effective. Staff know children well, they are kind and nurturing and treat children with care and respect. Care routines for babies are individual and help to support their emotional and physical well-being. For example, key people attend to children's personal care routines, such as nappy changes.

It is not yet outstanding because:

- The management team has good systems in place to monitor and support staff practice, such as observations and supervision sessions. However, due to a number of staff changes the systems are not yet highly effective in raising the quality of practice to an outstanding level.
- Sometimes during activities, staff do not make full use of opportunities to develop older children's mathematical learning, for example, about length and height.

What the setting needs to do to improve further

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

- continue to embed the already good systems of monitoring staff practice that help to raise the quality of practice to an outstanding level
- enhance teaching during activities to help develop children's understanding of length and height even further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector observed a planned activity with the manager and jointly evaluated the teaching.
- The inspector held a meeting with the provider, who is also the manager, and a member of staff who holds early years professional status. She looked at relevant documentation, including evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to parents on the day of the inspection and viewed written feedback provided by one parent prior to the inspection. She took account of their views.

Inspector

Savine Holgate

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good knowledge of the potential indicators of abuse. They are confident in the procedures to follow in the event of a concern about a child's safety or welfare or the behaviour of a colleague. The manager implements robust systems for the safe recruitment of staff. She offers staff induction training. Overall, this helps them to understand their roles and responsibilities. Monitoring of children's learning is effective. Children who may be at risk of falling behind are identified swiftly and staff are supported to put early interventions in place. Managers, generally, identify staff training needs. For example, past data found that children's speaking skills were not developing as well as other areas. As a result, training was offered to staff. Additionally, a programme that helps to identify speech delays and focuses on developing language has also been implemented. These have both been measured as successful.

Quality of teaching, learning and assessment is good

Staff observe children and complete assessments. This helps them to identify what children need to learn next. Staff support babies' and toddlers' communication and language skills. They engage them in exciting music sessions. Children join in with singing and use instruments to make sounds. Staff teach younger children about shapes and promote their physical development well. Children explore the outdoor environment with excitement, looking for circles and squares. They display high levels of involvement as they use chalks to draw the shapes that they have found. Staff provide older children with opportunities to use a range of materials and tools, such as screws, screwdrivers and wood. The activity is enhanced by staff as they introduce ice. Children become enthusiastic and staff encourage children to think about how they can break open the ice. Children offer a range of suggestions. This helps children to develop their critical thinking and provides excellent opportunities for them to develop their small-motor skills.

Personal development, behaviour and welfare are good

Staff are positive role models who promote behaviour consistently. For example, they speak sensitively to children about helping others and sharing resources. The environment is stimulating and each room has been carefully planned to reflect the ages and stages of children. Parents are valued in the nursery and a good two-way flow of information is shared. Parents are offered opportunities to develop their skills to support children's learning. For example, they are invited to attend training workshops.

Outcomes for children are good

All children, including children who have special educational needs and/or disabilities, make good progress. Children are starting to develop the skills they will need for school. Older children show that they are motivated to learn and display good levels of engagement in learning, particularly during activities outdoors. Babies show a will and determination to succeed as they start to walk, supported by staff. Toddlers are eager to learn new words and staff encourage them to repeat the words they hear.

Setting details

Unique reference number	EY430969
Local authority	Oldham
Inspection number	1088123
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 - 5
Total number of places	110
Number of children on roll	168
Name of registered person	Kidz Matter Ltd
Registered person unique reference number	RP530827
Date of previous inspection	7 April 2014
Telephone number	01616826825

Kidz Matter Day Nursery Limited registered in 2011. The nursery employs 41 members of childcare staff. Of these, 37 hold appropriate early years qualifications at level 3 or above. The nursery operates between 7.30am and 6pm, all year round with the exception of bank holidays. The nursery provides funded early education for two-, three- and four-year-old children and supports 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

