

Kiddi Day Kare

103 Crescent Road, DUKINFIELD, Cheshire, SK16 4HG



Inspection date

22 September 2017

Previous inspection date

26 September 2013

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders and managers use their extensive knowledge of how to promote children's good health, to maximum effect. Opportunities for children to learn about healthy lifestyles are superb. They understand ways to help keep themselves safe, fostering their well-being.
- Partnership working with parents and other professionals is a key strength of the provision and is highly effective in supporting children's welfare and their learning.
- Children share very supportive relationships with their key person. Their emotional security is extremely well fostered. Children settle quickly and gain in self-confidence.
- Staff make regular assessments of children's learning and plan next steps for their development. Managers monitor the quality of teaching and the progress of different groups of children. They highlight gaps in learning and seek to close these quickly.
- Children make independent choices about their play in the stimulating indoor learning environment. They play cooperatively with each other. Staff play alongside children, asking questions and modelling new words to support their language development.
- Leaders and managers demonstrate desire to drive forward continuous improvement. Staff attend regular training and future development plans are meaningful.

It is not yet outstanding because:

- Occasionally, during group activities staff do not always provide maximum levels of challenge to extend the learning of the more able children taking part.
- Opportunities for children to maximise their own ideas and extend their interests in the outdoor environment are not yet fully robust.

What the setting needs to do to improve further

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

- ensure that during group activities all children receive high levels of challenge, matched to their level of development, to enhance their learning to maximum effect
- enhance the outdoor provision to maximise opportunities for children to follow their ideas and build on their interests.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning. Two joint observations were carried out with the nursery manager.
- The inspector held a meeting with the nursery manager and the operational manager.
- The inspector looked at a selection of documentation including children's learning records, planning, self-evaluation, development plans and staff training records.
- The inspector considered evidence of suitability checks for all staff working in the nursery.
- The inspector held discussions with staff and children throughout the inspection. She spoke to a number of parents and took account of their views.

Inspector

Kate Smith

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders and managers cascade their extensive knowledge of safeguarding to staff and other providers in the locality. Staff have a secure understanding of the correct procedures to follow in the event of a concern, supporting children's welfare. Effective risk assessments maintain a safe environment. Managers employ safer recruiting procedures and monitor the ongoing suitability of staff. They confidently seek additional support from other professionals, when required, to support children's learning. Managers share information well with other settings that children attend. This contributes to providing continuity of care and complementary learning. Comments from parents are very positive about the quality of the provision.

Quality of teaching, learning and assessment is good

Staff plan a wide range of enjoyable activities that captures children's enthusiasm for learning. Children eagerly join in with rhyme-time sessions and action songs. This helps to promote their language skills and their physical development. Young children enjoy interacting with puppets of characters from a story. This helps to maintain their engagement and contributes to promoting their literacy skills. Children concentrate as they mix baking ingredients together. Staff encourage them to talk about what is happening as the textures combine. This helps to support their critical thinking. Children consider relative sizes of objects which helps to foster their mathematical development. They delight in looking closely at differences and similarities of plastic bugs using a magnifying glass. Staff encourage children to count as they explore and compare the number of legs on each insect. This contributes to building their mathematical skills. Babies and toddlers investigate a wealth of activities to help support their sensory development.

Personal development, behaviour and welfare are outstanding

Leaders and managers recognise and value the unique personal qualities of children and families. They respect home routines, fostering children's individual care very effectively. Children experience a wide range of highly stimulating cardiovascular activities. These help to foster their physical development extremely well. For example, children exercise in the fresh air, practising rugby skills and they are learning to swim. Staff are positive role models and have high expectations of children's behaviour. They use explanation very successfully to promote resilience and self-esteem. New children are very well supported. They gain confidence quickly from attentive staff. Children's self-care skills are promoted extremely well. They are learning about ways to look after their own body. For example, monitoring whether they need to drink more fluids to keep well hydrated.

Outcomes for children are good

All children, including those who speak English as an additional language and those who have special educational needs and/or disabilities, make good progress in their learning. Children are motivated and curious. They listen and get involved. Children are gaining skills that will support them in their future learning, including moving on to school.

Setting details

Unique reference number	EY422720
Local authority	Tameside
Inspection number	1065653
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 - 12
Total number of places	80
Number of children on roll	71
Name of registered person	Susan Mary Holden
Registered person unique reference number	RP511357
Date of previous inspection	26 September 2013
Telephone number	07984994324

Kiddi Day Kare registered in 2011. The nursery employs 18 members of childcare staff. Of these, two hold an early years qualification at level 6 and three hold an early years qualification at level 5. Four members of staff hold an early years qualification at level 3 and five hold an early years qualification at level 2. The operational manager holds a professional qualification in leadership and management at level 7. The nursery opens Monday to Friday, from 6.30am until 6.30pm all year round, with the exception of two weeks at Christmas. Within these sessions it runs a before and after school club during term time and a holiday club during school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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

