

Inspection date	3 November 2017
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		Good	2

Summary of key findings for parents

This provision is good

- The nursery environment is bright and stimulating. Children of all ages are confident, happy and play cooperatively together. They form close bonds with friendly and attentive staff, who know them well. Children receive individual care and support which helps them to feel safe and secure.
- The quality of teaching is generally good. Well-qualified staff plan stimulating activities which follow children's interests and overall, support their learning needs. Children make good progress from their skills and capabilities on entry.
- Staff keep parents informed about all aspects of children's care and learning. They share detailed records of progress and suggest ways to help parents support children's learning at home.
- Staff are very positive role models and praise children's good behaviour with a high five. They consistently reinforce familiar routines and all children are aware of expectations. For example, staff explain that there are five minutes left before lunchtime.

It is not yet outstanding because:

- Activities for children of mixed ages and abilities do not always interest and challenge younger children as well as possible.
- The systems for staff supervision are not incisive enough and do not provide highly effective support to help all staff raise the quality of teaching to the highest level.
- Self-evaluation does not include the views of all parents and staff. It is not rigorous enough to ensure that all areas for development are accurately identified and practice continues to improve.

What the setting needs to do to improve further

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

- focus teaching more precisely to further support younger children's learning and development
- strengthen supervision arrangements to help staff focus their understanding of how teaching can improve from good to an outstanding level
- enhance self-evaluation and provide ways to support staff and parents to contribute their views when evaluating quality and planning future changes.

Inspection activities

- This inspection was carried out following a notification of an incident from the provider.
- The inspector had a tour of all areas of the nursery. She observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held ongoing discussions and carried out an evaluation of teaching with the provider/manager.
- The inspector spoke to staff and children at appropriate times during the inspection. She took account of the views of parents through discussions and written feedback obtained prior to inspection.
- The inspector looked at relevant documentation, such as policies and procedures, reviewed risk assessments, children's records, reviewed self-evaluation and checked evidence of the suitability of staff.

Inspector

Layla Davies

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Following a recent incident when a child required emergency medical treatment, the provider followed all procedures correctly. They notified Ofsted as required, completed a full investigation and reviewed policies. Outdoor equipment risk assessments have been reviewed and the provider ensures that all staff are trained in health and safety procedures. Staff are clear about their responsibility to keep children safe and have a good knowledge of child protection procedures. Staff supervise children well. Qualified paediatric first aiders are deployed effectively and quickly respond to and record any accidents. This helps to protect children's welfare. Parents speak positively about staff, facilities and experiences that children receive. Staff have established good relationships with local school teachers. This helps to provide consistency to supporting older children's care and learning needs.

Quality of teaching, learning and assessment is good

Children develop good mathematical awareness. For example, older children confidently recognise numbers on digital weighing scales during a baking activity. Younger children count scoops of ingredients as they add flour and butter to the mixture. Staff make good use of exploratory play sessions to help promote children's understanding of number. For example, as young boys fill up buckets of wet sand, staff encourage counting. Staff join in enthusiastically with children's imaginative play. For example, as older boys engage in animated superhero play, staff energetically run around and try to catch them. All children have good opportunities to develop their creativity skills. They enjoy making models using dough and joining various boxes, tubes and textured materials as they make props to support their role play.

Personal development, behaviour and welfare are good

The environment is well planned, indoors and outside. Detailed risk assessments are completed by staff and are monitored by the manager. Children independently access a wide range of safe, good-quality toys and equipment. Young children confidently explore their dedicated area with confidence, supported by their key person. Good hygiene practices are embedded and children have daily opportunities to be physically active. For example, they expertly climb steps up onto large apparatus and scramble across the wooden bridge easily. This contributes towards their good physical health and well-being.

Outcomes for children are good

All children, including children who speak English as an additional language and those in receipt of additional funding develop good speaking skills. They confidently communicate their needs and preferences and enjoy sharing their personal experiences with staff. They are enthusiastic learners who are ready for the next stages in learning and older children are well-prepared for school. All children develop good social skills and independence. For example, mealtimes are a very social occasion. Children sit in small groups with their key person and even the youngest children serve themselves food and capably use cutlery.

Setting details

Unique reference number	EY540158
Local authority	Tameside
Inspection number	1116535
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 8
Total number of places	39
Number of children on roll	37
Name of registered person	Marvels Kids Club Ltd
Registered person unique reference number	RP540157
Date of previous inspection	Not applicable
Telephone number	07900102545

Marvels Kids Club Ltd. registered in 2017. The nursery employs seven members of childcare staff. All hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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