

Kids Allowed Cheadle Royal



Highfield, Cheadle Royal Business Park, Cheadle, Cheshire, SK8 3GY

Inspection date

9 May 2018

Previous inspection date

11 September 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The extremely experienced and inspirational leadership team and staff are highly committed in their pursuit for excellence. Self-evaluation is precisely targeted and has helped to sustain the outstanding quality provision.
- Teaching is outstanding. Highly qualified staff use their exceptional skills and expertise superbly. They complete scrupulous observations, assessments and planning to support children's rapid progress. Exciting activities ignite children's natural curiosity for learning.
- Children's emotional well-being is promoted remarkably well. Nurturing and highly responsive staff cherish all children and considerately support their individual needs.
- Partnership with parents is excellent. Staff truly value the essential role parents play in supporting their children's development and include them in all aspects of children's care and learning. Parents are well supported to continue children's learning at home.
- Staff are delightful role models. They are sensitive, attentive and lavish children with an abundance of praise and support. Children's behaviour is exemplary and wonderful relationships are evident in a welcoming environment of mutual trust and respect.
- Children have tremendous opportunities to be physically active. They frequently visit places of interest in the local community and have regular access to a large, extremely well-equipped, multi-purpose room. Themed yoga sessions are a particular favourite.

What the setting needs to do to improve further

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

- review and evaluate the impact of newly introduced methods that continue to monitor the already excellent progress made by individuals and groups of children.

Inspection activities

- The inspectors toured all areas of the nursery. They observed the quality of teaching indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors held a meeting with the provider, managing director and the nursery manager. They carried out two evaluations of teaching with the nursery manager and held ongoing discussions with the early years teacher.
- The inspectors spoke to children and staff at appropriate times during the inspection.
- The inspectors looked at relevant documentation, such as policies and procedures, risk assessments, children's records, discussed self-evaluation and action plans and checked evidence of the suitability of staff.
- The inspectors took account of the views of parents through discussions and written feedback obtained prior to inspection.

Inspector

Layla Davies

Inspection findings

Effectiveness of the leadership and management is outstanding

Staff receive outstanding support from leaders to help improve their already first-class knowledge and skills. Performance management is rigorous. Teaching is regularly evaluated and staff are provided with highly focused supervision and training. Safeguarding is effective. Children's safety is given the utmost priority. A culture of vigilance is promoted. Leaders ensure that staff know precisely what to do if they are concerned about a child's welfare or the actions of a colleague. Highly effective systems are used to monitor the progress of individual and groups of children. This helps to ensure any identified gaps in learning are swiftly addressed. Leaders are currently trialling new methods to continue to enhance this even further and will reflect on the impact of this.

Quality of teaching, learning and assessment is outstanding

The nursery buzzes with excitement as children willingly participate in stimulating activities. Older children are fascinated and amused during a pirate themed yoga session. Children demonstrate excellent listening skills and follow instructions well. They excitedly peer through telescopes and delight in searching for features and landmarks on treasure maps, articulating what they can see. Children develop excellent literacy skills. Older children confidently form letters and shapes using writing tools and articulately use phonetical sounds during an animated picture matching game. Younger children delight in arranging assorted greenery, twigs and leaves onto sticky surfaces and make marks using paint on interesting surfaces, which include bubble wrap. Babies explore exciting sensory materials. They delight feeling the texture of soft foam and textured balls.

Personal development, behaviour and welfare are outstanding

Transitions are exceptionally well planned for. Children access 'family books' with photographs of special people. This helps children to settle well and gain a superb sense of belonging. Staff have developed excellent relationships with local school teachers. This helps children to be remarkably well-prepared for school and helps to ensure consistency for older children who attend both settings. The key-person system is highly effective. Babies' care is carefully tailored to reflect routines from home. They are well-supported by staff and appear to be truly happy and content. Highly positive hygiene routines are adopted. Children's diets and individual needs are meticulously planned for. Staff work harmoniously with parents to ensure that children's health is exceptionally well promoted.

Outcomes for children are outstanding

All children, including those in receipt of funding and who have special educational needs and/or disabilities make excellent progress from the start. Children are superbly prepared for future learning and their eventual move on to school. For example, older children confidently add and subtract coloured cubes and recognise numerals as staff ask challenging mathematical questions. Children confidently communicate their needs and preferences and make independent choices from available resources. For example, even young children explore the delightful environment and decide to play indoors or outdoors with poise and self-assurance.

Setting details

Unique reference number	EY309009
Local authority	Stockport
Inspection number	1134493
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 - 11
Total number of places	243
Number of children on roll	296
Name of registered person	Kids Allowed Limited
Registered person unique reference number	RP525619
Date of previous inspection	11 September 2013
Telephone number	0161 428 9634

Kids Allowed Cheadle Royal registered in 2005. The nursery employs 60 members of childcare staff. Of these, three hold qualified teacher status, two hold appropriate early years qualifications at level 6, six hold a qualification at level 4, 30 hold qualifications at level 3, four hold qualifications at level 2 and 15 staff are unqualified of which 12 are currently doing their apprenticeship. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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