

# Kids 1st Steps

Unit 9, 12 Lane End Road, Manchester, M19 1TU



## Inspection date

Previous inspection date

30 May 2018

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

- Managers have a clear and ambitious vision for the future of the nursery. They actively seek the views of parents and act upon feedback received. Regular and well-planned improvements are made that benefit children.
- Confident children have formed secure attachments with staff. In particular, staff who work in the baby room are nurturing and work closely with parents to mirror routines from home. For example, they follow children's sleeping preferences with precision. This helps children to feel safe and secure and supports their well-being.
- Staff are positive with children and have clear and consistent expectations of children's behaviour. Even young children participate in helping to tidy away resources and clap their achievements. Children are kind and considerate of each other's feelings. They are aware of the rules of the setting and their behaviour is good in relation to their age.
- Staff's professional development opportunities are carefully focused on helping to raise outcomes for children. For example, upon recognising that children's communication and language skills required some support, staff have accessed specific training in this area. This has had a positive impact on staff's teaching skills and children's progress.

### It is not yet outstanding because:

- Staff in the toddler room do not consistently make the most of opportunities to develop children's independence to the highest levels.
- Staff gather a wealth of information from parents when children first start. However, not enough information is gathered regarding children's prior skills and knowledge.

## What the setting needs to do to improve further

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

- provide more opportunities for children in the toddler room to develop their independence
- gather more detailed information from parents when children first start to help staff to plan even more precisely from the beginning.

### Inspection activities

- The inspector observed the quality of teaching during activities and free play and assessed the impact this has on children's learning.
- The inspector accompanied staff and a group of children on an outing in the local area.
- The inspector observed a planned session and jointly evaluated the teaching with the manager.
- The inspector held a number of discussions with the manager and deputy manager. She held a meeting with a local authority adviser. She viewed a range of documents and checked evidence of the suitability of all staff working on the premises.
- The inspector spoke to parents on the day of the inspection. She viewed written feedback provided by parents prior to the inspection and took account of their views.

### Inspector

Savine Holgate

## Inspection findings

### Effectiveness of the leadership and management is good

Well-qualified managers provide staff with coaching and support in a range of effective ways. For example, they video record aspects of staff's practice to view with staff. This helps them to reflect on their teaching and recognise how it can be strengthened further to extend children's learning. Safeguarding is effective. Staff understand the procedures to follow in the event of a concern arising about a child's safety or welfare. Recruitment procedures are robust and staff's ongoing suitability is checked. Managers understand their roles and responsibilities in relation to liaising with external agencies and Ofsted if required.

### Quality of teaching, learning and assessment is good

Managers have systems to monitor the progress made by individual children and groups of children. This helps them to identify gaps in children's learning. They work with staff to develop plans and focus on the areas where children require the most support. Staff working with children under two years old engage them in singing sessions using musical instruments. Children delight in joining in. They use their hands to copy the movements staff make and bang the instruments to make noise. This helps to develop their communication and language skills and supports their physical development. Two-year-old children are eager to participate in a painting activity. They roll small cars in paint and watch the effect the movements make on the paper. Staff talk to children and ask them questions as they explore. This helps children to develop their hand muscles and coordination in readiness for early writing and also helps to develop their concentration. Three-year-old children enjoy engaging in imaginary play with staff. Children play and explore with a range of ingredients, such as flour. They use language, such as 'poppadums' to describe what they are making. Staff use mathematical language alongside children and ask them to describe the weight of the ingredients. Children feel the weight and comment that the bag is 'very heavy'. This helps to develop their imaginative skills as well as supporting their understanding of mathematical concepts.

### Personal development, behaviour and welfare are good

All children engage in a music and movement session each day and enjoy walks around the local area. Children follow positive hygiene procedures and know that they have to wash their hands before eating. They enjoy a range of healthy foods and snacks throughout the day. This helps to support children's healthy lifestyles. Transitions within the nursery are organised well. For example, each room has a transition box for children to take home. This includes photographs of familiar items within the room.

### Outcomes for children are good

All children make good progress and are well prepared for their move to school. Children who speak English as an additional language develop speaking skills very quickly. Children concentrate during play and are self-motivated. Younger children are confident communicators. Two-year-old children express their own preferences and interests.

## Setting details

<b>Unique reference number</b>	EY500599
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1054110
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	39
<b>Number of children on roll</b>	76
<b>Name of registered person</b>	Kids 1st Steps Ltd
<b>Registered person unique reference number</b>	RP535426
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07955847723

Kids 1st Steps registered in 2016. The nursery employs 11 members of childcare staff. Of these, four hold qualified teacher status, one holds an appropriate early years qualification at level 6, one holds a qualification at level 3 and one holds a qualification at level 2. Four members of staff are unqualified, three of whom are currently completing an apprenticeship. The nursery is open Monday to Friday from 7.30am to 6pm, all year round, with the exception of bank holidays and one week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

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