

<b>Inspection date</b>	16 October 2018
Previous inspection date	27 July 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is good

- The dedicated manager has an accurate view of the strengths and weaknesses of the provision. Since the previous inspection, she has worked well with the local adviser to make improvements. Consequently, the good quality of provision has been maintained.
- Staff work well with other professionals to identify, assess and meet the needs of children. Those children and their families, who require additional support, get the help they need. This includes, for example, children who have special educational needs and/or disabilities.
- Safeguarding children is given high priority. Staff are secure in their knowledge of child protection issues and they understand their roles and responsibilities.
- Relationships with parents are strong. Parents trust the staff who look after their children. They value the support that staff give to them and their children.
- Children are happy and settled. They enjoy their time at nursery and have fun.
- Teaching is good overall and targets the areas in which children need most support. Staff know their key children well. They promote children's individual learning needs well. This ensures that children make good progress from their different starting points. Effective support helps children to make a successful transition from nursery to school.

### It is not yet outstanding because:

- Leaders and managers have not provided a broad range of training and development opportunities to help staff further improve the quality of teaching.
- Staff working with the youngest children do not consistently use positive and precise language that helps children to quickly understand expected ways to behave.
- Children are not consistently provided with highly nutritious meals and snacks that help them to learn about healthy food choices.

## What the setting needs to do to improve further

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

- increase the breadth of opportunities for staff training and support them to further improve the quality of teaching so that children make strong progress from their different starting points
- enhance the methods used by staff working with the youngest children to help them to manage behaviour consistently well, by: making sure children know what is expected of them; providing clear instructions which are easily understood by children and by giving children the support and help they need to be successful
- offer meals and snacks which help to promote healthy lifestyles and increase opportunities for children to learn about healthy choices.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector evaluated teaching and learning with the manager.
- The inspector held a meeting with the leadership team. She looked at relevant documentation, such as the nursery's action plan, training records and evidence of the suitability of staff.
- The inspector spoke with the local adviser.
- The inspector spoke with children and a small number of parents during the inspection and took account of their views.

### Inspector

Angela Rowley

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Trusting relationships with parents help staff to be alert to potential concerns. Good communication with other professionals working with families facilitates early intervention. This helps staff ensure children or families who need support are swiftly supported. Sufficient numbers of suitably deployed staff help to ensure children's safety. Staff are vigilant and they are alert to potential risks to children's welfare. The manager ensures any additional funding is appropriately targeted to help to improve outcomes for children. She monitors all children's progress and targets some improvements in teaching to help to narrow any gaps.

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

Early assessment, using information from parents, helps staff identify and plan for children's learning priorities right from the start of each child's placement. Staff use information from observations effectively to monitor children's progress and identify their learning needs. Staff make sure that they keep parents well informed about how their children are getting on. They also help parents understand ways that they can help to promote children's progress at home. For example, encouraging less use of oral soothers as a way to encourage children to speak more. Mostly, staff plan suitable activities which help to promote children's learning through play. Staff shape opportunities for learning in response to children's interests. For example, they demonstrate how to make the water go 'round' using circular movements with their fingers in water play. Staff appropriately prioritise teaching for communication and language. They make good use of small-group activities to support children's listening and speaking skills.

### Personal development, behaviour and welfare are good

This is an inclusive nursery where parents say they are made to feel welcome and their children valued. The small and familiar staff team help children to develop secure relationships. Babies and toddlers show how safe they feel as they confidently explore the environment and approach staff freely. By the time they are in their pre-school year, children are confident to be independent and think for themselves. All children benefit from daily outside play in the fresh air and sunlight. Staff also provide children with some rich opportunities to explore their local community and to learn outdoors. For example, they visit the local library and go for listening walks in the local woods. In the main, staff manage children's behaviour appropriately. They are beginning to use picture cues to help older children who find it difficult to understand verbal instructions.

### Outcomes for children are good

Children often make the most progress in their personal, social and emotional development and with their communication skills. Many children have low starting points in these areas. Staff promote these aspects well so that children catch up quickly. Children enjoy singing at nursery. Babies soon learn the actions to familiar rhymes and begin to join in with repeated verse. Older children lead the songs they enjoy. For example, they sing 'The wheels on the bus', as they pretend to ride on a bus using crates outside. High priority is given to promoting the attitudes and skills children need in readiness for school. This provides a strong foundation for their future learning.

## Setting details

<b>Unique reference number</b>	EY456634
<b>Local authority</b>	Salford
<b>Inspection number</b>	10081698
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 7
<b>Total number of places</b>	44
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Wow! Kids Limited
<b>Registered person unique reference number</b>	RP532192
<b>Date of previous inspection</b>	27 July 2015
<b>Telephone number</b>	01617037722

Wow Kids was registered in 2013. The nursery employs 8 members of childcare staff. Of these, one holds an appropriate early years qualification at level 4 and four hold qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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