

# Kiddi Day Kare

103 Crescent Road, DUKINFIELD, Cheshire SK16 4HG



<b>Inspection date</b>	2 November 2018
Previous inspection date	22 September 2017

<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

- Staff are well qualified and knowledgeable about children in their care. They make good use of the accurate information they obtain from their observations to find out what children can do. This helps them to plan effectively for the next steps in children's learning. Children make good progress.
- Children generally experience a broad range of challenging experiences and a good balance of adult-led and child-initiated activities. Staff support and extend children's learning effectively as they join in with their play. Children are interested, confident and motivated learners.
- Key persons are skilled and extremely sensitive, and help babies and children to develop strong emotional attachments and feel very secure within the nursery. Care practices are successful in helping to promote children's good health and well-being.
- Staff provide parents with a wide range of information and ideas to help them to extend children's learning at home. This helps to strengthen links between home and the nursery and promotes good consistency and continuity of care and learning for children.
- Staff benefit from many opportunities to develop their knowledge and skills in a variety of ways. For example, a well-targeted programme of training focuses on improving the quality of teaching and learning outcomes for children. In addition, they work extremely closely with external professionals, such as speech and language therapists. This helps staff to develop an excellent understanding of how to support children's communication and language skills to an optimum level.

### It is not yet outstanding because:

- Staff do not consistently seek detailed information from parents about children's learning and development when they first start at the nursery, to help them to obtain a more in-depth understanding of children's starting points.
- Staff do not always fully consider how to use children's backgrounds and cultures to help to extend their knowledge and understanding of diversity.

## What the setting needs to do to improve further

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

- extend the information sought from parents when children first start at the nursery to establish a more in-depth knowledge of children's starting points that help to enrich the planning process further
- provide an even broader range of opportunities and experiences to help children to learn about the similarities and differences between themselves and others to enhance their developing understanding of diversity.

### Inspection activities

- The inspector observed the quality of teaching in the indoor and outdoor environment and assessed the impact this has on children's learning.
- The inspector talked to staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, including children's records, safeguarding policies and procedures and evidence of the qualifications and suitability of staff working in the nursery.
- The inspector took account of the views of a parent spoken to on the day of the inspection.

**Inspector**  
Julie Kelly

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure understanding of the reporting requirements should they have concerns about the welfare of a child. They have a good understanding of what to do in the event of an allegation being made against a member of staff. The manager checks children's attendance and staffing levels to ensure that the nursery consistently meets the ratio requirements. Effective staff deployment ensures that children are well supervised at all times. Robust health and safety policies and procedures are implemented. Staff role model good hygiene practices to help to reduce the risk of cross contamination and protect children from the risk of infection. The manager closely monitors the progress made by all children, including different groups of children. This enables her to identify any gaps in children's learning and to put plans in place to address these. The manager observes staff practice and carries out regular supervision meetings to manage their performance to improve the quality of their practice.

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

Staff are well qualified and experienced. They are particularly skilled at helping children to develop good communication and language skills in a variety of ways. For example, babies thoroughly enjoy singing sessions, where they consistently babble and use sounds to represent the words and rhythm of the songs. Staff tell stories with great skill and enthusiasm. They use different voices and intonation, which helps to keep children engaged. Children listen attentively and enthusiastically join in with repeated phrases. They have a wonderful time as they explore the texture of sand mixed with glitter. They use spoons, forks, knives and their fingers to make marks and learn how to sprinkle the sand. This helps to develop children's small-muscle control and coordination in readiness for writing.

### Personal development, behaviour and welfare are good

Children are happy and well settled in this nurturing and welcoming environment. Staff place the highest priority on ensuring that they consistently meet the physical care needs of children. This helps to ensure that children remain comfortable and content. Children benefit from enjoyable physical exercise. Extra-curricula activities, such as football coaching and swimming lessons, help to enhance children's large-muscle control and coordination. Staff manage children's behaviour with calmness and the utmost sensitivity. Staff play alongside children to teach them how to share and take turns. Children behave well and develop a good understanding of how their actions affect the feelings of others.

### Outcomes for children are good

Children make good progress. This includes children who have speech and language difficulties. Babies move rapidly towards the resources that excite them as they develop their physical skills. Children develop good self-care skills and are confident communicators. Overall, they develop a wide range of abilities, skills and attitudes that prepare them well for future learning and school.

## Setting details

<b>Unique reference number</b>	EY422720
<b>Local authority</b>	Tameside
<b>Inspection number</b>	10082793
<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>	
<b>Age range of children</b>	1 - 13
<b>Total number of places</b>	80
<b>Number of children on roll</b>	90
<b>Name of registered person</b>	Holden, Susan Mary
<b>Registered person unique reference number</b>	RP511357
<b>Date of previous inspection</b>	22 September 2017
<b>Telephone number</b>	07984994324

Kiddi Day Kare registered in 2011. The nursery employs 12 members of childcare staff. Of these, one holds an early years qualification at level 6, two hold early years qualifications at level 5 and three hold qualifications at level 3. Five members of staff hold qualifications at level 2. 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, the setting 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.

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