

# TKC Heald Green

108 Outwood Road, Heald Green, Cheadle, Cheshire SK8 3LL



<b>Inspection date</b>	23 November 2018
Previous inspection date	29 June 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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

### This provision is good

- Enthusiastic and passionate leaders are committed to continually improve. Reflective practice and clear action plans are used well to make positive changes that improve outcomes for children.
- The nursery has a real warm and welcoming feel. The environment is rich and stimulating. Children are confident and settle easily. They form close bonds with friendly and caring staff who tailor their care to meet each child's needs. Children are safe and secure.
- Highly qualified staff plan some good activities based on children's interests and learning needs. Children who have special educational needs and/or disabilities are supported extremely well. This contributes towards their good progress from their skills and capabilities on entry.
- Children's behaviour is very good. Staff are attentive and kind. They sensitively help children to understand what is expected of them.
- Staff support children well to learn about healthy lifestyles. The nursery chef provides an appetising, nutritious menu and caters for specific dietary needs. An enjoyable daily exercise session is a particular favourite and contributes towards staff and children's physical health and well-being.
- The newly introduced systems used to observe, assess and plan to support children's learning are not yet embedded or sharply focused to help all children to make the best progress possible.
- Staff do not provide consistent opportunities for children to see, hear and use their home languages to further promote their speaking skills.
- Although partnership with parents is good, overall, systems to involve parents in children's learning are not always successful.

## What the setting needs to do to improve further

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

- build on the systems for observations, assessments and planning that help children to make rapid and sustained progress
- enhance opportunities for children to see, hear and use their home languages
- strengthen communication with parents and fully promote their involvement in children's learning.

### Inspection activities

- 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 a meeting with the provider, the manager and the deputy manager. She carried out an evaluation of teaching with the manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as policies and procedures, children's records, reviewed the nursery's action plans and checked evidence of the suitability of staff.
- The inspector took account of the views of parents.

#### Inspector

Layla Davies

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Leaders ensure that staff are knowledgeable about how to promote children's welfare and keep them safe. All staff have completed safeguarding training and know the procedures to follow should they have concerns about a child or the behaviour of a colleague. Recruitment and vetting procedures are robust. Newly appointed staff do not have unsupervised access to children until all suitability checks are completed. Staff are supported well in their professional development. They have supervision meetings with leaders to discuss their practice, any training needs and children's progress. Group meetings and peer observations provide opportunities for staff to share their expertise with each other. The provider monitors the progress of individuals and groups of children. Any identified gaps in learning are addressed and appropriate action is taken.

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

Staff now plan activities that focus on what children need to learn next. Overall, this contributes towards children's good or at least typical progress. Staff provide many opportunities for children to develop reading and writing skills. For example, children confidently find their name card on arrival. Furthermore, they join in with repeated phrases during an enjoyable story session in the dedicated literacy corner. Babies develop strong physical skills. For example, they walk confidently, maintaining balance and coordination as they kick their legs and crunch through leaves. Children experiment and explore sensory textures. For example, older girls fill containers with soil using their hands and assorted tools in the outdoor mud kitchen. They manipulate dough into shapes and make models of their faces.

### Personal development, behaviour and welfare are good

Staff take time to get to know children during a flexible settling-in period and support their physical and emotional well-being very well. Children form secure bonds with staff and their peers and they play cooperatively together. Children arrive in high spirits and separate easily from their parents and carers. Children are happy in the small and friendly nursery and their laughter and chatter permeates throughout. The environment is very well planned indoors and outside. Children independently access a wide range of good-quality toys and equipment, and make many choices and lead their own play.

### Outcomes for children are good

Children demonstrate strong physical skills. They concentrate well and show skill and agility as they play football outdoors. All children, including those in receipt of additional funding, develop many skills for future development. Younger children demonstrate good concentration skills. They confidently operate technology resources, delighting in the sounds and movements of cause and effect toys. Older children show good mathematical awareness. For example, they count in sequence as they proficiently pick up toy worms using tweezers. Boys confidently count the wheels on magnetic trains. This helps to prepare them for future learning and school.

## Setting details

<b>Unique reference number</b>	EY501329
<b>Local authority</b>	Stockport
<b>Inspection number</b>	10079717
<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 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	The Kid Company UK LLP
<b>Registered person unique reference number</b>	RP906316
<b>Date of previous inspection</b>	29 June 2018
<b>Telephone number</b>	0161 437 3211

TKC Heald Green registered in 2016. The nursery employs eight members of childcare staff. Of these, one staff member holds recognised early years qualification at level 6, two at level 5, three at level 3 and two staff are unqualified. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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