

# Inspection of Kidz Corner Childcare Limited

319 Oldfield Road, Ordsall, Salford, Lancashire M5 3ND

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Inspection date: 1 October 2019

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Inadequate

## What is it like to attend this early years setting?

### The provision is good

The manager and staff keenly promote children's growing independence. Staff encourage children to do small tasks and support them to serve themselves at snack time. Young children become fully engaged outside. They are thrilled to find worms in the mud. They very carefully pick up the worms and put them in their bucket. Staff grasp the opportunity to encourage counting and develop language. However, the outdoor environment is not always best suited to those who cannot yet walk.

Children make steady progress. This includes children whose development may have been lower than expected when they started at nursery. Staff would like further training on how best to teach those children who speak English as an additional language, to support them to catch up to their peers more swiftly.

Staff guide children to behave well. They use good techniques to help children follow routines and boundaries. For instance, they use a large egg timer to help children know how much time they have left before story time. Children calmly finish their play and sit on the carpet awaiting their story.

Children play together very well. Some take turns rolling their balls down pipes, while others stir their leaves and mud to make 'drinks' with their friends.

## What does the early years setting do well and what does it need to do better?

- The manager evaluates the nursery accurately. She takes into account the actions from the previous inspection and produces an effective action plan to meet the requirements. She works with the local authority and is keen to hear and take their advice. The manager knows the strengths of the setting, while also being clear about the areas she would like to develop further.
- Since the last inspection, the manager has reviewed how the setting supports children who speak English as an additional language. It now tailors planning more specifically for such children and has provided many more resources. However, further training is planned to support staff to help children quickly catch up to their peers.
- Staff work hard to build relationships with parents. Where language may be a barrier, staff devise initiatives to help those parents feel welcome in the nursery and help them feel confident talking to staff. For instance, they develop a display about where children's families originated from and the foods they eat.
- Children become animated at story time. Staff read enthusiastically, and children call out the animals they can see on the page. Children copy staff's facial expressions and exclamations. Staff help children to identify the feelings of the characters. For instance, they talk about the character feeling very sad.

- Young children demonstrate confidence. They are very interested in new people and what they are doing. Babies smile widely at staff members. They engage with good eye contact and clearly feel at ease in the nursery.
- The outdoor space provides lots of opportunities for children's physical development. Staff also utilise it to support their theme of healthy eating. For example, children dig carrots and potatoes out of the mud and cut up fruit in the mud kitchen. Staff do not yet provide outdoor opportunities that are always suitable for all ages. For example, in wetter weather, children who crawl are not able to explore and experience the possibilities outdoors.
- Staff know children well. They talk confidently about what children are interested in, what motivates them and what they can already do. They gather information from parents as children start at the nursery, and they use this information effectively to plan what they will help children to learn next.
- Singing time includes all of the children and effectively supports their literacy development. Staff support babies to try some of the actions, and older children enthusiastically join in with actions and words.
- The manager puts effective systems in place to assess and monitor her staff. Through regular observations and supervisions, the manager sets targets for improvement and highlights future training requirements.
- The manager and her team implement effective and robust systems for identifying and managing risks. They compile detailed risk assessments and share them with staff. Staff know how to report any identified risks to management.

## Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, the manager ensures that staff are well trained in safeguarding. For example, she organises in-house training sessions regarding child protection and how to identify signs of radicalisation and extremism. Staff understand how to identify signs and symptoms of abuse and know how to report their concerns. They know the procedures for dealing with an allegation about a member of staff and understand their responsibilities of directly reporting their concerns if necessary. Managers work closely with social care agencies to ensure children remain safe. They attend meetings and follow any advice given.

## What does the setting need to do to improve?

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

- enhance learning and exploring opportunities outdoors, particularly for those children not yet walking
- enrich staff's teaching knowledge even further, for example to allow them to better support children who speak English as an additional language.

## Setting details

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| <b>Unique reference number</b>                   | EY493727  |
| <b>Local authority</b>                           | Salford   |
| <b>Inspection number</b>                         | 10115468  |
| <b>Type of provision</b>                         | Childcare on non-domestic premises  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Sessional day care  |
| <b>Age range of children</b>                     | 1 to 3  |
| <b>Total number of places</b>                    | 44  |
| <b>Number of children on roll</b>                | 29  |
| <b>Name of registered person</b>                 | Kidz Corner Childcare Limited   |
| <b>Registered person unique reference number</b> | RP902444  |
| <b>Telephone number</b>                          | 0161 877 1570   |
| <b>Date of previous inspection</b>               | 27 June 2019  |

## Information about this early years setting

Kidz Corner Childcare Limited registered in 2015. The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2, 3 or above, including one with qualified teacher status. The nursery opens from Monday to Friday, term time only. Session times are from 8.30am until 11.30am and 12.30pm until 3.30pm. The nursery provides funded early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Karen Bingham

## Inspection activities

- The manager and inspector took a learning walk around the setting and discussed how staff plan children's learning.
- The inspector met with parents and took their views into consideration.
- The inspector and the deputy manager jointly observed an activity and evaluated its success and where it may have improved.
- The inspector looked at documentation relating to the vetting of staff.
- Interactions between staff and children were observed and assessed.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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