

# Inspection of Quackers Kids Day Nursery @ Ridge Hill

1st Floor Ridge Hill Children's Centre, School Crescent, STALYBRIDGE, Cheshire  
SK15 1EA

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Inspection date: 10 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

The owner and staff have successfully begun to implement a new curriculum which successfully encourages children's curiosity. Children show a keenness to play and explore in this exciting world. The thoughtful introduction of old and new equipment offers children lots of new experiences. For instance, a set of antique weighing scales fascinates children. They delight as they create movement by adding blocks to the pans. A sideboard with a mirror allows children to watch themselves as they play with the toy cars. They observe themselves with interest as they open the doors and draws. This helps children deepen their sense of themselves and their world.

Parents speak highly of the nursery and the good care they feel that staff offer. Children are happy and settled in this nursery. They are cared for by familiar adults who are kind, gentle and experienced. Children still settling in soon become absorbed as the resources capture their awe and wonder. For instance, children become engrossed as they place a decorative photograph frame over their paper. They use glue, sequins and shiny paper to create a picture. Staff enhance the experience by praising their efforts and extending their vocabulary by introducing words such as 'sparkling' and 'shiny'. Staff are caring, and they speak to children in soothing tones and with polite respect. This helps children to learn by example about the importance of being kind to each other.

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

- Children encounter lots of chances to develop their physical skills. Babies are encouraged to crawl, stand and explore textures that help them to grasp and move their arms. Toddlers delight in running and balancing in the garden. Pre-school children make patterns and shape play dough using tools and pine cones. Children attend to their own needs as they fetch their coats and build with the blocks on the floor. They dig in sand, fill jugs with water from the tap and carry them carefully to the water tray.
- The learning environment is carefully planned. Staff have a good knowledge of children's particular needs and interests. They add animals, dinosaurs and plants to the sand pit and mix fruit teas in the water. This entices children to explore. They are excited by the textures, fragrances and visual differences they encounter. As they pour the water from a height, they are fascinated as they create foaming scarlet bubbles. These activities engage a number of senses and enthuse the children, helping them to develop concentration and to test things out. These skills are essential to support their future learning.
- The provider/manager is well qualified and experienced. She has a well-established staff team which understands and embraces her vision. She has begun to offer a regular support and coaching programme to discuss staff's

unique professional development and continue to strengthen their understanding of their roles. The owner/manager recognises this requires further time for it to become highly effective.

- The key-person system is effective. The staff know their own and other staff's key children very well. Younger babies are fascinated when staff sing to them or share a book. They watch the movement of a staff member's mouth as she sings, babbling in unison. All children enjoy times to chat, listen to stories and share news.
- Children are making good progress. Overall, staff ensure children have experiences that span the seven areas of learning and prepare them well for future learning. Regular assessment is completed. However, on some occasions, staff do not use this information swiftly to plan precisely for each child's needs. Staff encourage and help parents to support their child's learning when at home.
- Children behave very well. Older children beam with pride as they explain their role in keeping certain toys or equipment tidy. This helps children develop their sense of responsibility.
- Children learn about promoting their health as they are encouraged to follow relevant hygiene routines. They have access to regular drinks and enjoy a range of healthy snacks and hearty meals which encourage healthy eating. The staff ensure that children's unique preferences and dietary needs are well attended to promote good health.

## Safeguarding

The arrangements for safeguarding are effective.

The nursery is well organised, and children are cared for by well-qualified and suitably vetted staff. Access to the playrooms is well managed. Doors are kept secure to prevent unknown persons entering or children leaving. Arrangements for the collection of children are fully understood by staff. Children are only allowed to leave with known and agreed adults. Staff have a secure safeguarding knowledge and understand the steps to take should they have concerns for the welfare of a child. They confidently know the procedures to follow should they need to make an allegation against another member of staff or the management team.

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

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

- support staff to use the information they gather in an even more timely manner, to help them respond to children's specific needs and swiftly build on children's existing abilities
- extend the ways staff are supported to understand their roles and responsibilities, by providing precise support that develops their unique practice and subject knowledge to the highest level.

## Setting details

<b>Unique reference number</b>	EY365144
<b>Local authority</b>	Tameside
<b>Inspection number</b>	10145012
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 to 4
<b>Total number of places</b>	56
<b>Number of children on roll</b>	73
<b>Name of registered person</b>	Quackers Kids Limited
<b>Registered person unique reference number</b>	RP907038
<b>Telephone number</b>	0161 303 2393
<b>Date of previous inspection</b>	6 January 2017

## Information about this early years setting

Quackers Kids Day Nursery @ Ridge Hill registered in 2008. The nursery employs 11 members of childcare staff, all of whom hold qualifications at level 2, 3, 5 or 6. The nursery opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Frank Kelly

## Inspection activities

- During a walk around the premises with the inspector, the owner/manager and the deputy manger explained the curriculum on offer at the nursery. This included discussion about how and why the nursery is organised and the intended impact on children's learning and development.
- Several meetings were held with the owner/manager and the deputy manager. The inspector viewed relevant documentation, including evidence of staff suitability, paediatric first-aid certificates and arrangements for supporting children's dietary needs.
- A joint observation was conducted by the deputy manager and the inspector.
- The inspector held discussions with some parents, children and staff at suitable times during the inspection.

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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