

Inspection of Merry Kidz Day Nursery

The Pineapple, Garratt Way, Manchester, Lancashire M18 8HE

Inspection date: 13 March 2020

Overall effectiveness	Good
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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

Requires improvement

What is it like to attend this early years setting?

The provision is good

Leaders have created a safe, nurturing and stimulating play environment. Everywhere you look, children are immersed in deep play and the atmosphere buzzes with their laughter and excitement. Children appear happy, content and safe. They develop good friendships and have a strong sense of belonging. They confidently greet visitors and are proud to showcase their construction models which they have made from wooden blocks. Overall, children behave well and show positive attitudes towards their learning.

Children's individuality and uniqueness are promoted exceptionally well. Staff teach children about respect, acceptance and tolerance. Children relish opportunities to learn about different cultures, faiths and beliefs. They excitedly talk about visiting the local residential home for older people and become fascinated while deciding which groceries to purchase from the local shop. Children excitedly discuss friendships that they have established with other nurseries in different countries. They cannot contain their excitement at receiving letters and videos from international nurseries, teaching them traditional dances and songs.

Babies giggle with delight while exploring water. They show good coordination as they use low-level climbing apparatus. Toddlers fascinate while searching for hidden numbers in sand and enjoy completing puzzles. Pre-school children confidently operate computer programs and attempt to write their names.

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

- The strong leadership of the provider, ably supported by the manager and staff, has resulted in significant improvements since the last Ofsted inspection. Leaders have been highly successful in cultivating an ethos of high ambition and aspiration. They desire to be outstanding and their capacity to improve is good.
- Staff receive good levels of support during supervisory sessions and appraisal meetings. Staff attend training that is tailored to their professional practice needs. Training has a positive impact on outcomes for children. For example, a course around baby development has equipped staff with a greater knowledge of how to support children's emotional well-being.
- Partnership working is strong. Links with parents, external childcare professionals and schools are rooted in trust and respect. Parents receive newsletters and are kept informed about their children's progress.
- High priority is given to reading. Staff are skilled at using various teaching techniques to keep children interested and engaged in stories. Children relish opportunities to enact roles of characters and are excited to take books home to share with their families.
- Overall, staff support children's communication and language skills well. They

listen to children with genuine interest and ask them challenging questions during their play. However, some staff do not always use the correct vocabulary, or the correct letter sounds when interacting with children.

- Care practices are good. Staff spend time getting to know children and their families during the settling-in period. The key-person system is highly effective and supports children's personal development. Children have high levels of self-esteem and confidence, and are eager to take on new challenges.
- Overall, staff have high expectations and are good role models. Children generally behave well and are caring towards others. However, some staff do not always provide clear behavioural expectations to children during their play.
- Mathematics is taught very well. Staff utilise learning opportunities to introduce number, shape and measurement. Children are confident mathematicians who compare size and quantity, and discuss the properties of three-dimensional shapes.
- Children are provided with a curriculum that builds on what they know and what they can do. Staff use their good knowledge of child development to plan activities that capture children's interests and keep them motivated to learn. Children make good progress and develop good skills in readiness for school.
- Children who speak English as an additional language are provided with superb support and make good progress. Personalised intervention plans and close monitoring help children to develop a good command of English.
- The support in place for children with special educational needs and/or disabilities (SEND) is excellent. The manager leaves no stone unturned in her quest to remove barriers to learning. Intervention plans are closely monitored with parents and external professionals. Gaps in learning quickly close and children with SEND make good progress.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a good understanding of how to keep children safe and protected from harm. Staff have attended safeguarding training and are aware of the possible signs and indicators of abuse. They know the referral procedure and are aware of wider safeguarding issues, such as extreme beliefs and radicalisation. Robust systems are in place for ensuring all staff members are suitable to work with children. Staff teach children about the importance of keeping themselves safe while away from the nursery and about online safety.

What does the setting need to do to improve?

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

- use the correct vocabulary and letter sounds when interacting with children
- provide children with clear and consistent messages about the expectations for

their behaviour.

Setting details

Unique reference number	EY554651
Local authority	Manchester
Inspection number	10124782
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 11
Total number of places	75
Number of children on roll	66
Name of registered person	Merry Kidz Childcare Limited
Registered person unique reference number	RP554650
Telephone number	0161 327 0717
Date of previous inspection	3 September 2019

Information about this early years setting

Merry Kidz Day Nursery registered in 2018. It is situated in Gorton, Manchester. The nursery employs nine members of childcare staff. Of these, eight hold relevant qualifications between levels 1 and 7. One member of staff is unqualified. The nursery opens Monday to Friday, all year round, from 8am to 6pm. The nursery also provides before- and after-school care.

Information about this inspection

Inspector

Luke Heaney

Inspection activities

- The leadership team explained the nursery's organisation and curriculum during a walk around the nursery.
- The inspector observed staff's teaching during indoor and outdoor activities, and assessed the impact on children's learning and development.
- An evaluation of an activity took place with the manager and the inspector.
- Discussions took place with staff and children at appropriate times during the inspection. The inspector met with a number of parents and took account of their views.
- The leadership team met with the inspector to discuss leadership and management in the nursery.
- The inspector held a meeting with a representative from the local authority.

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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