

# Inspection of Kids Corner Oldham Ltd

Ward Street, Chadderton OL9 9EX

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Inspection date: 30 June 2021

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

### **The provision is good**

The vibrant nursery offers children a variety of rich and exciting experiences. Children are keen to learn, and they thoroughly enjoy acquiring new skills, such as how to use the trapeze bar. At other times, children explore rhythm and beat as they use different instruments, including a drum kit. They create different sounds, such as banging, shaking and tapping. These activities help to build children's confidence and nurture their creativity. All children, including those with special educational needs and/or disabilities (SEND), are eager to have a go.

Children are happy and safe at the nursery. They play well together and gain knowledge and skills, which gives them a good foundation for future learning. Staff have high aspirations for children. They want them to succeed in all aspects of their development, so they are ready for their next stage in learning, including school. However, staff do not work collaboratively with local schools to ensure a smooth transition for children.

Staff speak clearly and demonstrate correct sentence structure, which helps to enhance children's speaking and listening skills. This communication has been particularly beneficial for children who are bilingual and have recently returned to the nursery following government restrictions. Their speaking skills have accelerated. All children are confident communicators.

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

- Children build strong relationships with staff and their peers, which gives them a good sense of belonging. Children who are a little shy receive lots of attention from their key person. As a result, they quickly gain confidence and join in as staff sing 'Fee-fi-fo-fum where are you hiding and where will you run'. This generates lots of giggles and helps children to develop an awareness of rhythm and rhyme in speech.
- The curriculum inspires children and offers them lots of challenge, which stretches their capabilities. For example, children who need a little support developing their leg muscles use an adapted bicycle that lights up as they move the pedals. This helps to build up their stamina, strength and coordination.
- The provider, the manager and the staff work very well as a team. Since the previous inspection, they have reflected on their practice and made improvements. For example, a named deputy is now in place to take charge in the absence of the manager. Staff are skilled and are knowledgeable about child development.
- Staff work hard to ensure that no child is left behind. They have a clear focus on what children need to learn next, and they offer meaningful activities that build on what children know and can do. Staff work closely with health professionals

and with parents to ensure that children with SEND get the support they need to succeed.

- Leaders and managers offer flexible childcare arrangements so that children with SEND do not miss out on valuable learning. As a result, they achieve well in all areas of their development. However, leaders and managers have placed less emphasis on encouraging funded children to access their full entitlement of early education. This means that some children do not fully benefit from the exciting curriculum provided.
- Reading is at the heart of the nursery. A wide selection of books is readily available in the large book area, which is situated in the most prominent position. Children select books independently and adore listening to their favourite stories. They listen avidly, and they correctly predict what happens next. Staff skilfully use story props which keep two-year-olds engaged. All children can select books from the 'lending library' to share with their parents, which extends their learning to home. During the pandemic, staff held online story sessions via video calls. These purposeful activities help to spur children into becoming budding readers.
- Leaders and managers have used early years pupil premium funding well to support disadvantaged children. For example, they have purchased gym resources and reorganised the curriculum so that children have time to practise and to develop their physical skills.
- There is a strong focus on supporting children's self-care skills in preparation for school. However, staff have not built links with teachers at the local schools. As a result, transitions are not sufficiently well planned to help prepare children for their first day at school.
- Children have many opportunities to play energetically, both indoors and outside. They understand the effects of exercise on their bodies as they sit down and rest. Children's physical development is further enhanced because staff provide them with fresh fruit and wholemeal toast, which are nutritionally balanced. However, snack times are not managed well enough. Children are also allowed to bring unhealthy snacks and sugary drinks. This does not help them to understand the importance of a healthy diet.

## Safeguarding

The arrangements for safeguarding are effective.

All staff take responsibility for keeping children safe. They carry out regular checks to ensure the environment is safe and is secure. All staff are up to date with child protection training and understand the nursery's safeguarding procedures. For example, staff adhere to the e-safety policy, which means children are safe when they are using the computer. Children are taught how to keep themselves safe when using tools, such as saws, drills and hammers, during 'DIY Friday' sessions. They use the tools carefully as they create innovative pieces of artwork, such as wooden robots. All required checks are completed to ensure that staff are suitable to work with children.

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

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

- make links with schoolteachers to help better prepare children for their transition into school
- support parents to help them increase their children's attendance, so children access their full entitlement to early education
- help children to develop an increased awareness of healthy eating and of how a wholesome diet contributes to their good health.

## Setting details

<b>Unique reference number</b>	2502122
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10146263
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Kids Corner (Oldham) Limited
<b>Registered person unique reference number</b>	2502121
<b>Telephone number</b>	07578104943
<b>Date of previous inspection</b>	28 January 2020

## Information about this early years setting

Kids Corner Oldham Ltd registered in 2019. The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one holds a level 2 qualification. The nursery opens from Monday to Friday, term time. Sessions are from 9am until 3.10pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Tricia Graham

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and the manager and has taken that into account in her evaluation of the nursery.
- The provider, the manager and the inspector completed a learning walk around the nursery.
- The inspector observed interactions between staff and children.
- Consideration was given to parents' views. The inspector spoke to parents during the inspection and viewed a parent's written testimonial.
- The inspector checked evidence of the suitability of staff working with children.
- The inspector observed the quality of education and the impact this has on children's learning.

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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