

# Inspection of Kinder Daycare & Nursery - Whalley Range

39 Russell Road, Whalley Range, Manchester, Lancashire M16 8DH

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Inspection date: 1 July 2021

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

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

### **The provision requires improvement**

Children are happy and settled in the welcoming nursery. They excitedly explore the environment, making use of the plentiful resources available. Children are eager to tell visitors what they like best about nursery, such as bouncing on the trampoline and reading stories with their friends. Staff have a good knowledge of what children know and can do. They also have an awareness of what children should be doing for their expected age and stage of development. However, staff do not use what they know about children to plan learning experiences that help them build on prior knowledge.

Leaders have high expectations for the nursery. However, they do not make effective use of risk assessment to ensure the ongoing safety of staff and children. Also, leaders do not recognise staff strengths and use these strengths effectively to allow for a consistent quality of teaching across the nursery.

Staff are kind and caring. Children regularly check in with staff for care and reassurance. Staff model respect and empathy which helps to support a nurturing ethos across the nursery. Parents are complimentary about the nursery and are happy with the care their children receive. They describe how content their children are and how their confidence has grown since attending the nursery.

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

- Leaders have not ensured that all staff make effective use of risk assessment to ensure the ongoing safety of staff and children. This is specifically around identification of hazards in the nursery that could pose a risk to children and visitors. While daily checks are in place, they are not completed consistently. More clarity of when and by whom these checks must be carried out is also required.
- Leaders know what children need to learn across all areas of learning. However, they do not ensure that staff understand their role when planning for children's individual learning. For example, all staff do not use children's interests or what they already can do to build their knowledge. As a result, staff do not purposefully plan and teach children what they need to learn next.
- Leaders identify that due to the COVID-19 (coronavirus) pandemic it has been more difficult to recruit and retain staff. However, they have not provided current staff with the training and support needed to help them to enhance their practice. This has contributed to an inconsistent quality of teaching across the nursery.
- The nursery offers a range of exciting play opportunities. Children explore the various musical instruments in the dedicated music room. Other areas such as the construction and creative rooms give children the chance to express

themselves and broaden their imaginations.

- The richly diverse cultures of children and their families is celebrated by staff. Staff learn key phrases from children's home languages and integrate them into the nursery routine. This has been particularly effective for children who speak English as an additional language. Such opportunities enhance children's knowledge of people and communities beyond their immediate experiences.
- Staff enthusiastically use their voices to motivate children to talk. They use resources, such as books and puppets, to encourage children to interact and engage in storytelling. Children are given time to think and respond, which supports their thinking and listening skills. This helps children to increase their vocabulary and supports communication skills.
- Children are encouraged by staff to count as they jump and skip over the giant numbers outside. Staff count the stairs as they climb them with younger children. These experiences help to build children's mathematical knowledge, such as the link between numbers and quantity.
- Children are beginning to successfully manage self-care skills, such as toileting, hand washing and eating independently. They enjoy a variety of home-cooked meals. Staff talk to children about the different foods they are eating, such as the difference between fruit and vegetables. This helps children to gain an understanding of healthy eating.
- Leaders are aware of the importance of supporting children to have a positive start to their early education, particularly the most vulnerable. They describe how the nursery works closely with families to ensure they make the most of their funded place. For example, they are flexible with how families use their funded hours to enable parents to access further education or employment.

## Safeguarding

The arrangements for safeguarding are effective.

Staff can identify signs that would make them concerned that a child is at risk from harm or abuse. They describe the signs that might indicate that children or their families are vulnerable to extreme views or ideas. Staff demonstrate their understanding of the procedures to follow to refer any concerns, to ensure that children are protected from harm. They are also aware of what to do should they observe malpractice or if an allegation was made against them. Safeguarding information is clearly displayed, reminding everyone of their duty to report concerns.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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ensure that risk assessment procedures are understood and used effectively to identify and minimise any possible risks to children and staff.	29/07/2021
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**To further improve the quality of the early years provision, the provider should:**

- develop more effective supervision arrangements to help identify staff strengths and utilise the skills of more experienced staff to support less experienced colleagues
- support staff to plan a purposeful curriculum that builds on what children know and can do to help them to develop more knowledge.

## Setting details

<b>Unique reference number</b>	2548553
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10198326
<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>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	59
<b>Number of children on roll</b>	59
<b>Name of registered person</b>	Kinder World Day Nursery Group Limited
<b>Registered person unique reference number</b>	2519085
<b>Telephone number</b>	07403 990005
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Kinder Daycare & Nursery - Whalley Range is located in the Whalley Range area of Greater Manchester. It registered in November 2019. The nursery opens from 7am to 6.30pm, Monday to Friday, 51 weeks of the year, except Christmas and bank holidays. The nursery provides funded early years education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Aisling Culshaw

## Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- An adult-led activity was observed and evaluated by the inspector and the manager.
- The manager and the inspector completed a learning walk to gain an overview of how the curriculum is organised.
- The inspector spoke to parents and took account of their views during the inspection.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector held discussions with the leadership team and staff. She looked at relevant documentation and evidence of the suitability of staff working at the setting.
- Interactions between staff and children were observed and assessed by the inspector.

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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