

Inspection of Kiddie Kloud Nursery

Unit B5, Riverview, The Embankment Business Park, Heaton Mersey, Stockport SK4 3GN

Inspection date: 8 July 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

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 greeted by staff who are familiar to them. This helps children to feel welcome and safe. Staff are kind, warm and attentive to children's individual needs. Overall, children form secure attachments with staff. However, some children, particularly in the toddler room, are not as well supported by their key person. These children are less confident and do not settle easily to begin their learning. Therefore, gaps are emerging in their language and communication development.

The curriculum is not strong in all rooms. Staff teaching skills vary. Some staff do not always understand the strategies to use to help children learn so that children are ready to move on to the next stage of their learning. Children in the toddler room, particularly those who have a speech delay, are not supported well enough to develop their understanding, listening, and speaking skills. Overall, staff support the development of children's literacy skills. For example, pre-school children enjoy writing the initial letter of their name. Babies giggle and make sounds when staff make eye contact and use single words. However, staff interactions with some children in the toddler room lack enthusiasm and they do not always provide the correct resources to support planned activities. Staff do not always assess what children already know and use this to further extend children's learning. That being said, leaders have identified these gaps and they are determined to make improvements, so children get the best start. However, prompt and effective action is needed to prevent the gaps in children's development getting wider.

Since reopening after the COVID-19 (coronavirus) pandemic, staff have focused on supporting children's personal, social, and emotional development. Babies play 'peek a boo' and smile at adults and other children in the room. Staff encourage babies to become independent when eating their food by introducing age-appropriate utensils. Babies develop good finger muscles as staff support them to pick up sensory objects and materials.

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

- Staff undertake a sensitive approach in supporting children with special educational needs and/or disabilities. They use simple but effective strategies to help children manage their own behaviour and help them make progress. Staff use visual prompts to help children prepare for changes to routines. This helps children to manage their emotions as they change from one activity to another.
- Leaders use the early years pupil premium funding to provide number sorting and board games. This supports children's mathematical development. Pre-school children confidently ask questions so that they can identify numbers. Toddlers and babies listen attentively as mathematical language is introduced

through nursery rhymes.

- The arrangements for monitoring staff practice, professional development and supervision are not yet fully effective. Leaders do not focus sharply enough on identifying weaknesses in teaching or monitor the impact on children's learning. Some staff lack enthusiasm and do not interact well with children. As a result, children are not always engaged. They do not have consistently good learning experiences and this impacts on the progress they make.
- Children learn about being healthy and enjoy indoor physical activities. For example, children enjoy lining up hoops and counting them in order before jumping over them. Children eat nourishing snacks and have freshly cooked meals or a packed lunch. Staff take children for walks daily in the local community to have access to the outdoors.
- Parents comment positively about the nursery. They say that staff are friendly and approachable. Parents report that staff value and respect their culture and backgrounds and that their children enjoy coming to nursery.
- During the lockdown, staff kept in touch with families online and by telephone. Staff regularly share information about children's learning. However, staff do not consistently share information with parents about their child's specific next steps to further extend learning at home.
- Staff form appropriate relationships with the other settings children attend, however, there is limited information shared between them about learning and development. This does not support a consistent approach with shared teaching to enable children to make continued progress in their learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge and understanding of safeguarding and its wider issues. They describe the signs and symptoms of possible abuse or harm and understand the correct reporting procedures should they have a concern about a child. Leaders follow robust recruitment and vetting procedures to ensure that all staff are suitable for their role, prior to them working directly with the children. Staff carry out daily risk assessments to ensure the premises are secure and the equipment is safe. The front and side entrance is securely locked to reduce any risk of unauthorised entry or children leaving the premises unnoticed. Leaders reinforce safe practices to minimise the risks of COVID-19, to help prevent cross infection and keep children, staff and parents safe and secure.

What does the setting need to do to improve?

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

	Due date

<p>improve staff's understanding of how to provide children in the toddler room with a balanced curriculum, with a focus on communication and language, that takes into account what children know and can do, to ensure gaps in learning close quickly</p>	<p>07/09/2021</p>
<p>put effective induction and supervision arrangements in place to help leaders to support, coach, and train staff to improve the quality of teaching, so that consistently good experiences are provided in all rooms to prevent the gaps in children's development getting wider.</p>	<p>07/09/2021</p>

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

- provide staff with guidance to better support key-person attachments, especially with children in the two-year-old room to help build on their confidence, safety and emotional security
- strengthen staff's understanding of how to effectively support the next steps in children's learning to further extend learning at home
- create an environment that enables an ambitious and sequenced curriculum with an enthusiastic approach by staff, and ensure the resources that are provided during activities focus on the learning to be achieved
- extend partnerships with other early years settings that children attend to help build a more consistent approach for their learning.

Setting details

Unique reference number	EY551833
Local authority	Stockport
Inspection number	10174396
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	54
Number of children on roll	75
Name of registered person	Kiddie Kloud Day Nursery Limited
Registered person unique reference number	RP551832
Telephone number	01614781001
Date of previous inspection	Not applicable

Information about this early years setting

Kiddie Kloud Nursery registered in 2017. It is operated by Kiddie Kloud Day Nursery limited. The nursery employs 15 members of childcare staff. Of these, eight staff hold a level 3 qualification and one staff member holds a level 5 qualification. It opens from Monday to Friday, all year round, except during the Christmas break and bank holidays. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Maryam Chauhan

Inspection activities

- This was the first routine inspection the setting received since the 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.
- The manager and inspector toured the nursery and completed a learning walk together. The manager described how the environment and the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and discussed the impact this has on children's development.
- The inspector carried out joint observations with the manager and the nominated individual and discussed the impact on children's learning.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021