

Inspection of Kids Allowed Christie Fields

Joshua House, Christie Fields, Manchester M21 7QY

Inspection date: 18 June 2021

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

The management team does not deploy staff effectively to meet the needs of all children. Staff in the large pre-school classroom struggle to appropriately manage at particularly busy periods, for example during the first few hours of the day when large numbers of children arrive at once. Some children run around and play aimlessly or boisterously as they are lacking guidance from staff. Other children find it very difficult settle upon arrival.

The management team has failed to support new members of staff at the setting effectively. New staff are expected to fulfil roles they have not been adequately trained or prepared for. For example, some do not have the benefit of learning from those who are more established in their roles. They are expected to care for large groups of children who they do not know, and who do not know them. This has an impact on younger children's ability to settle upon arrival, particularly in the pre-school room. Over time, they do gradually feel able to join their friends to play.

Toddlers and pre-school children demonstrate warm bonds with staff and actively seek their company. Staff also enjoy these interactions and extend children's learning well within their play. Two-year-olds independently look at books. They sit peacefully, flipping through the pages and studying every detail happily. Four-year-olds are overcome with delight when they are given the opportunity to appear in a talent show. They bravely stand up and perform in front of their friends, demonstrating impressive confidence and self-esteem. Children show respect and support for one another as they enthusiastically applaud their peers.

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

- Some staff have unreasonable workloads. When pre-school children arrive at busy times, they are brought into the room in groups and quickly scatter into the environment. As a result, staff are overwhelmed and do not always know how many children are present. In the case of an emergency, staff would not confidently know which children are present in the pre-school room. In addition, leaders choose for some older two-year-olds to attend the pre-school room. However, they have not ensured the quality of care for children aged two, when making changes to the required ratios.
- New staff are not adequately supported in their roles. They are expected to run a large pre-school room without help from any established staff. As a result, children do not have a familiar adult to support them as they settle into this room. Children become upset or disorderly in the chaotic environment. Staff do not know children well enough to meet their individual emotional needs. This means while some children experience calm, organised environments within the setting, other children do not have the same experience.

- New staff have not received appropriate induction training to help them understand their roles and responsibilities. This is particularly in relation to safeguarding, and when covering for absent key workers. At these times, children do not have the benefit of an adult who knows them well and understands their individual needs.
- The management team and staff have designed a well-thought-out curriculum. They work hard to ensure the curriculum is adapted to meet all children's individual needs. As a result, most children are engaged with their learning, particularly in the toddler and pre-school rooms. Children benefit from targeted learning experiences which aid their progression. Younger children giggle and squeal with delight as they examine some potted plants and imagine what animals could be hiding inside. Older children play imaginative games where they cross 'rocky seas' in search of 'hidden pirate treasure'.
- Children's early reading and mathematical skills are supported very well. Children confidently showcase their knowledge when asked to identify numbers and letter sounds and solve simple mathematical problems. Staff skilfully build upon what children already know in order to further extend their learning. This helps children begin to prepare for the upcoming transition to primary school.
- Children behave well. They listen to staff and follow instructions carefully. During mealtimes, they sit nicely and talk to their peers. Staff play classical music to set an ambience and encourage children to talk about the food they are eating. Children enjoy this experience and relax as they enjoy their food.
- Parents appreciate this setting. They are particularly grateful for the support offered during the COVID-19 (coronavirus) pandemic. Parents were thrilled to receive home learning packs and helpful communications from staff to support children's ongoing development. Parents comment that staff are 'amazing' and 'really care'.

Safeguarding

The arrangements for safeguarding are not effective.

Not all staff know the procedures to follow should they have concerns about another member of staff or the management team. The management team does not ensure staff have adequate safeguarding knowledge before leaving them with large groups of children, with no support. As a result, children are not always being cared for by adults who fully understand their safeguarding responsibilities. The designated safeguarding lead and more established members of staff can confidently recognise the signs and symptoms that may indicate a child is being abused. They are aware of the different safeguarding procedures they must follow.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure all staff, particularly new members of staff, fully understand their safeguarding roles and responsibilities, including what to do if they feel safeguarding concerns are not being taken seriously by the designated safeguarding lead	28/06/2021
ensure staff are deployed effectively at all times in order to meet the needs of all children, and good-quality care is maintained, particularly when making exceptions to the required staff-to-child ratios for children aged two years	28/06/2021
ensure all new staff receive adequate induction and training to fulfil all aspects of their roles and responsibilities effectively.	09/07/2021

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

- ensure staff understand when they are covering duties for an absent key worker and are able to accurately and actively support children's individual needs.

Setting details

Unique reference number	2593086
Local authority	Manchester
Inspection number	10198033
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	0 to 4
Total number of places	275
Number of children on roll	412
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	0161 434 6594
Date of previous inspection	Not applicable

Information about this early years setting

Kids Allowed Christie Fields registered in 2018. The nursery employs 70 members of childcare staff. Of these, 61 hold appropriate early years qualifications between levels 2 and 6. The nursery opens Monday to Friday, all year round, from 7.30am until 6.30pm. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shauneen Wainwright

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider. The baby unit was closed during the inspection.
- The manager and the inspector discussed the curriculum offered and its impact on children's learning and development, during a learning walk.
- Leadership and management discussions were held throughout the day between the manager, the inspector and the senior management team. Relevant documents, such as those relating to staff suitability, were scrutinised.
- A joint observation was conducted by the manager and the inspector. The manager also joined the inspector for general observations during the inspection, so they could evaluate practice together.
- Children and parents shared their feedback with the inspector, which was taken into consideration.

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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