

# Inspection of Kids Allowed Trafford City

3 Old Park Lane, Traffordcity, Manchester M41 7HA

---

Inspection date: 25 August 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children are extremely happy and safe at the nursery. They develop warm and loving relationships with the staff who know them well. As a result, babies settle with ease and all children have a real sense of belonging.

Staff and managers want children to strive to make the best possible progress. The enabling learning environments offer children a wealth of opportunities to explore and discover. They are inquisitive learners and develop many skills that support their future learning. For example, babies benefit from lots of opportunities to develop their physical skills. They pull themselves to standing and cruise with confidence around the low-level furnishings. This motivates them to take on new challenges, such as walking by themselves.

Children's behaviour is impeccable. They are polite and courteous to their friends as they play together. Children also follow the rules without any prompting. For example, they know that only three children can play in the tent at any one time. Children ooze confidence and even babies are learning boundaries from a young age. When children arrive in the mornings, they wait patiently for staff to greet them at the door and they stand still as staff take their temperatures. These COVID-19 (coronavirus) safety measures, which are used to keep everybody safe, are very much appreciated by children's parents.

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

- Staff are enthusiastic in their approach and they make learning fun. This helps children to develop highly positive attitudes. Staff provide lots of opportunities for children to build their knowledge and skills over time. During the inspection, older children enjoyed playing party games. They demonstrated they have built a repertoire of movements as they danced to the music. Children also enjoyed the challenge of playing 'musical statues'. They showed determination and resilience as they found different ways to keep their bodies still when the music stopped. Older children can respond quickly to rules in a new situation, which is an important attribute that will help them in their transition to school.
- Assessments of what children know and can do are accurate. This helps staff to identify any gaps in children's learning and progress. Staff check children's communication and language skills closely. They recently identified that some younger children were a little reluctant to speak in a large group. As such, they adapted the curriculum by offering additional one-to-one activities and small-group sessions. This approach worked incredibly well and helped to accelerate children's speaking skills and their confidence.
- Staff model words clearly, so that children can hear correct pronunciation. They also use props as they read stories, such as 'The Three Little Pigs', to the

younger children. This helps to keep children motivated and engaged as they listen intently to the exciting narrative. However, children are not consistently supported in developing a wider vocabulary, to help further support their early literacy skills.

- All children benefit from a wide range of delicious meals and snacks. Babies' stages of weaning are discussed and agreed with parents, and a pureed menu is provided. Children thoroughly enjoy these wholesome meals, which tantalise their taste buds and help them to appreciate healthy food. Parents are delighted with the nursery's menu. One parent commented, 'meals provided by the in-house chef are excellent'.
- Leaders and managers have built a strong staff team. They offer lots of support and guidance, which staff appreciate. Staff are well trained, which enhances children's care and education. For example, staff have used knowledge from recent training to help better support babies in developing their core strength and muscles. Staff speak highly of the leadership and management team and the support they receive. However, some staff find the amount of paperwork they are required to complete a little burdensome, which reduces the time they spend with children.
- All children, including those with special educational needs and/or disabilities, acquire lots of knowledge and skills. This gets them off to a very good start on their early education journey. However, the curriculum is not as precise as it could be. Some aspects of learning are not consistently well planned. For example, staff expect children who are beginning to use counting words in a random order, to count up to 10. This does not help children to build their skills sequentially, which means this learning is too difficult for them.

## **Safeguarding**

The arrangements for safeguarding are effective.

Children's safety is of great importance to staff and managers. Staff supervise children well and keep them in sight at all times. For example, they keep a close eye on babies as they sleep. Staff are qualified to administer first aid, which means they can act quickly if a child sustains an injury.

Staff know what to do if they have any concerns about a child's well-being. They complete regular training. As a result, they understand different aspects of child protection, such as domestic violence and the effect this has on children.

All required safeguarding records, such as recruitment documents and enhanced Disclosure and Barring Service checks, are accessible and demonstrate appropriate checks have been completed.

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

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

- refine the curriculum so it is more precise and consistently focuses on sequentially building knowledge and skills that children need to acquire
- provide opportunities for children to learn new words to help further widen their vocabulary
- review how staff are required to complete paperwork and consider if this is placing an unnecessary burden on their workload.

## Setting details

<b>Unique reference number</b>	2593069
<b>Local authority</b>	Trafford
<b>Inspection number</b>	10205398
<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>	0 to 4
<b>Total number of places</b>	109
<b>Number of children on roll</b>	132
<b>Name of registered person</b>	Kids Planet Day Nurseries Limited
<b>Registered person unique reference number</b>	RP900964
<b>Telephone number</b>	0161 537 2660
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Kids Allowed Trafford City registered in 2020. The nursery employs 28 members of childcare staff. Of these, one holds a childcare qualification at level 6 and has also achieved qualified teacher status, four hold level 4 and 18 hold level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. 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 leaders and managers and has taken that into account in their evaluation of the nursery.
- The inspector observed the quality of education and the impact this has on children's learning.
- The inspector spoke to children about their play and learning.
- The inspector held discussions managers about the design of the curriculum and how it is being implemented.
- Discussions were held with the leadership and management team.
- The inspector considered the views of parents through face-to-face discussions, written testimonials and one email.
- The inspector viewed a sample of documentation, including staff suitability checks.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021