

Inspection of Kidz Matter Day Nursery Limited

339 Oldham Road, Failsworth, MANCHESTER M35 0AN

Inspection date: 16 September 2021

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children's laughter fills the air of this busy and vibrant nursery. The core value of 'their future begins here' captures what is special about Kidz Matter Day Nursery. Due to the COVID-19 (coronavirus) pandemic, parents do not enter the nursery. Children adapt to new routines exceptionally well and confidently wave their parents off at the entrance. Children are happy, safe and content. They are excited to greet their key person and are eager to play with their friends.

At the heart of the nursery's success is the support they have in place for children's personal, social and emotional well-being. Staff encourage children to talk about their feelings and teach them how to be kind friends. Children behave well and show positive attitudes towards their learning. Babies giggle with delight while staff roll balls towards them. They climb on low-level apparatus and snuggle into staff during story time. Toddlers enjoy playing ring games and talk about different farm animals. Pre-school children excitedly talk about the lifecycle of frogs and enthusiastically go on a bug hunt. They attempt to write their names and show good coordination when playing football.

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

- The provider, ably supported by the manager, has a good overview of the nursery. She aspires to be outstanding and includes the views of staff, parents and children in self-evaluation. Her capacity to continually improve and drive forward change is good.
- Overall, leaders create a curriculum that builds on what children know and can do. Assessments are accurate and gaps in children's learning close. However, not all staff have a clear understanding of what leaders intend children to learn. This results in some activities being pitched too high or too low for children. For example, staff sometimes provide younger children with resources that are too difficult for them to use. As a result, some children lose interest in their learning.
- Staff support children's love of reading well and read them stories. Children become enthralled by enacting the roles of their favourite characters and talk about stories that they have read at home. Children are confident communicators, who use a wide range of vocabulary.
- Partnership working is strong. Leaders go above and beyond to establish secure relationships with parents and external professionals. Parents commend staff on their loving nature and typical comments include, 'this is a magical place where children are at the centre of everything'.
- The support in place for children with special educational needs and/or disabilities is strong. Staff leave no stone unturned when it comes to ensuring that children get the support they need. Intervention plans are sharply focused. Staff monitor these with rigour and children make good progress.

- Staff receive regular supervision sessions and appraisal meetings. Staff feel valued and morale is high. Leaders support staff well-being through 'staff of the month', breakfast packs and 'shout out' messages. However, leaders do not consistently provide staff with incisive feedback, to improve their practice to the highest level.
- The support in place for children who speak English as an additional language is good. Staff support children to use their home language and introduce them to key words in English. Children quickly gain good communication skills and develop a good command of English.
- Leaders use additional funding for children exceptionally well. They plan outings to places that children would not usually visit, such as museums and book shops. Parents also enjoy these experiences with their children.
- Care practices are good. Staff follow strict hygiene practices and teach children about healthy living. Children learn about the importance of oral health and how to tend to their own physical needs. Children are self-confident, inquisitive and resilient individuals. They show respect towards others and behave well.
- Overall, staff teach children about the world they live in, such as learning about wildlife and cultural events. However, they do not consistently teach children about differences and similarities between themselves and others, such as different families.

Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure. Staff supervise children with vigilance and are deployed effectively. Ratios are met and risk assessments are robust. Accident and injuries are dealt with well. Staff are first-aid trained and show a good understanding of how to deal with emergencies. Recruitment and vetting procedures are robust. Stringent suitability checks ensure that staff are suitable to work with children. Staff attend safeguarding training and are aware of their duties to keep children safe and protected from harm. They know the whistle-blowing procedures and understand the steps to take if they have concerns about the conduct of a colleague.

What does the setting need to do to improve?

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

- support staff to better understand what leaders intend children to learn
- provide staff with incisive feedback, to raise their professional practice to the highest level
- strengthen staff knowledge of how to teach children about differences and similarities, with particular reference to different families.

Setting details

Unique reference number	EY430969
Local authority	Oldham
Inspection number	10201603
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	110
Number of children on roll	164
Name of registered person	Kidz Matter Ltd
Registered person unique reference number	RP530827
Telephone number	01616826825
Date of previous inspection	19 September 2017

Information about this early years setting

Kidz Matter Day Nursery Limited registered in 2011. The nursery employs 38 members of childcare staff. Of these, 34 hold appropriate early years qualifications at level 2 or above. Four staff members are unqualified. The nursery operates between 7.30am and 6pm, all year round with the exception of bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Luke Heaney

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 his evaluation of the setting.
- The manager and the inspector completed a learning walk.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector held discussions with the management team, staff, parents and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including information around safeguarding, and evidence of the suitability and training of staff.

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