

Inspection of Kiddi Day Kare Hyde

126 Clarendon Road, Hyde, Cheshire SK14 2LJ

Inspection date: 24 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children show obvious pleasure when they arrive at the nursery. They know that they will be greeted by friendly staff. This helps children to feel secure and welcome. Children learn new skills and are proud of their achievements. For example, children carry drinks on trays. They skilfully negotiate the outside step without spilling their milk. This helps to promote children's physical development and deep concentration. Staff help every child to feel included and unique. They are playful and jokey with older children. They make reassuring eye contact with shyer new children.

Children behave well. They know that when they sit together on the little round cushions it is time to listen and to take turns to speak. The well-established routine helps to promote children's learning and self-control. When children get ready to go outside, staff help and teach them to put their shoes and outdoor clothes on. This helps children to develop two-handed coordination and they gain independence as they grow.

Managers and staff work in close partnership with parents and carers to support children who have been absent because of COVID-19 (coronavirus) restrictions. For example, some children have had limited opportunities to socialise. Staff sensitively help them to become confident members of the group. Parents are pleased with how well children have settled.

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

- The provider communicates her high aspirations for children effectively to staff. Staff show respect for every family and want every child to do well. They closely observe children and get to know them. They hold interesting conversations with children and this helps to promote children's language development and knowledge of the world. Children make good progress from their starting points.
- Managers provide professional challenge that supports staff to continuously improve their skills and knowledge. This helps them to build a team where everyone feels that they have an important and well-defined role. Staff gain further qualifications and are ambitious for their own achievement.
- The nursery recently participated in a local authority pilot scheme. This provided funding for children to attend during the school summer holiday. Children took part in activities that helped to promote their well-being and continue their learning. Professionals from other agencies praise the active role that the managers play in multi-agency assessment and planning. This helps to ensure that children who, for example have special educational needs and/or disabilities are particularly well supported.
- Overall, children have good opportunities to play freely and lead their own

learning. This is particularly the case outdoors. Children become deeply engaged in building 'ginormous' constructions. They do this with excitement and increasing competence. Then they have great fun knocking them down. However, children are less self-motivated indoors. They sometimes wait for staff to initiate activities and ideas. This does not promote children's thinking and learning to the highest level.

- Children enjoy story times. They excitedly anticipate which zoo animal is behind the flap on the page. Staff skilfully use props and questions to maintain children's attention and extend their vocabulary. This stimulates children's interest in books and helps to promote their early reading. However, staff's knowledge about how children learn to decode printed words is not fully secure. They sometimes plan literacy activities that are not matched accurately enough to what pre-school children are ready to learn next.
- Staff calmly help children to follow consistent daily routines. This makes the pattern of the day predictable and children feel relaxed and 'at home'. At lunch time, children listen for their name then collect their own cutlery, drink and meal. The lunch routine helps children to form habits that promote their good health. For example, they learn that the savoury course comes before dessert and that a balance of different foods helps them to grow strong.
- The nursery provides out-of-school care for children who attend primary school. Children enjoy a range of games and activities that help them to relax, have fun and make friends. They travel safely, to and from school, in vehicles or on foot. Parents praise the well-organised and flexible provision.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff know what to do if they have concerns that a child is suffering abuse or neglect. They complete training that updates and refreshes their knowledge of local child protection procedures. Newly recruited staff follow a well-developed induction process. This helps them to gain an understanding of their responsibility to keep children safe. Staff supervise children well. They check that the indoor and outdoor areas are safe for children to play in. Staff vigilantly check children's individual dietary needs. This helps to ensure that children's health and safety is promoted.

What does the setting need to do to improve?

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

- help children to follow their own ideas about what to do, so that their deepest thinking and learning is promoted really effectively
- train staff to understand how children learn to decode print, in order that early reading activities are consistently worthwhile.

Setting details

Unique reference number	EY560159
Local authority	Tameside
Inspection number	10194122
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	2 to 11
Total number of places	55
Number of children on roll	51
Name of registered person	Holden, Susan Mary
Registered person unique reference number	RP511357
Telephone number	07984994324
Date of previous inspection	Not applicable

Information about this early years setting

Kiddi Day Kare Hyde registered in 2018. The nursery employs five members of childcare staff. Of these, two hold qualifications at level 5, one member of staff holds a qualification at level 3 and one at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It offers out-of-school and holiday care.

Information about this inspection

Inspector
Susan King

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider
- The provider and inspector completed a learning walk of the nursery and discussed the provider's intentions for the curriculum.
- The inspector and the provider carried out joint observations of four activities.
- The inspector spoke with parents, children and staff. She took account of their views.
- Examples of relevant documentation were sampled and reviewed by the inspector. She checked evidence of the suitability of staff working in the nursery.

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