

Inspection of Kids Allowed Altrincham

184 Manchester Road, Altrincham, Cheshire WA14 5LD

Inspection date: 5 October 2021

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Babies and children are extremely happy and demonstrate high levels of emotional security, confidence and self-esteem. Babies independently explore the wealth of activities on offer and thoroughly enjoy opportunities to learn using their senses. For example, they are fascinated when they discover that they can make sounds by banging metal objects together. They smile, giggle and clap their hands with excitement and they relish the praise they receive from staff. Older babies and toddlers demonstrate excellent creativity and imagination for their age. For example, they squash the dough flat and use it as a blanket to cover up their small play people. Pre-school children confidently talk about their learning. They use some rich vocabulary when they tell the inspector that they have been learning about outer space. Children describe how the astronauts 'float' and that they might see 'aliens'. Children competently count backwards from 10 to shout 'blast off!' They learn about oral hygiene and the importance of healthy eating. Children demonstrate superb self-care skills.

All children develop a genuine love of books and reading. They sit with staff and engage in stories that are expertly planned for their age and stage of development. Babies look at picture books and start to name the objects in them. They listen intently to staff's expression filled voices, which capture their attention and entice them to copy the different animal noises. Older children listen attentively to stories and recall what the story was about, demonstrating their excellent understanding. For example, they explain that the girl came to England on a boat. Children are exceptionally well prepared for the next stage in their learning, including school.

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

- The inspirational manager has a superb overview of the curriculum and knows what she wants children to learn. She has a clear vision and ensures that support for children is at the centre of everything that staff do. Excellent arrangements for staff's continued professional development ensure they have the same vision for the curriculum content and quality of teaching. Staff say that they benefit greatly from coaching, mentoring and expert training that they receive, which helps them to consistently improve the quality of their teaching.
- Staff are highly skilled and knowledgeable and demonstrate a deep understanding of how children learn. They plan and implement a sequential curriculum based on children's interests and the next steps in their learning. All children make outstanding progress in relation to their starting points, including children with special educational needs and/or disabilities. Assessment is rigorous and identifies areas where children need extra help. Additional funding is used exceptionally well to help children achieve the best possible outcomes. Targeted resources, such as those to support children's speech and language,

are obtained. This supports children's learning well and gives all children, including the most disadvantaged, the skills they need for the future.

- Children are enthusiastic and motivated learners and are eager to answer questions to demonstrate their knowledge. They beam with pride as they talk about letter names and the sounds they represent. Children develop excellent small-muscle control and competently write their names, demonstrating their excellent early writing skills.
- Staff give high priority to children's physical and emotional well-being. They create a happy family atmosphere and a culture of mutual respect and tolerance. They make effective use of a wide range of activities and resources to promote equality and diversity and children respect the similarities and differences between themselves and others. Children have a clear understanding of right and wrong and how their behaviour affects the feelings of their friends. Their behaviour is exemplary.
- Partnerships with parents are superb. Staff provide parents with detailed information about children's learning, their progress and ideas of how they can help to support children's learning at home. Parents comment that high levels of support for children continued during the COVID-19 (coronavirus) pandemic lockdown. Staff kept in contact with children and their families throughout this period. For instance, through regular telephone calls, learning packs and meetings via the internet. A sharp focus on children's health and safety continued when they returned to nursery. For example, only designated members of staff use the fingerprint button and coded keypads to allow parents to gain entry. This helps to reduce the risk of cross contamination.
- The manager prioritises staff well-being. All staff regularly meet with the manager and she identifies staff who may benefit from more regular catch-ups to promote their emotional well-being. The manager values the staff team immensely and ensures their workloads are manageable. For example, she allows staff working towards qualifications to have time away from the children, to complete course work during the working day.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding and children's welfare is given the utmost priority. Staff have an excellent understanding of the signs and symptoms of abuse and neglect. They are confident to refer any concerns to the relevant agencies. Staff attend regular training to ensure they keep up to date with new safeguarding legislation. They also have a highly detailed awareness of modern day issues, such as internet safety and children and families at risk of radicalisation. The manager and staff know how to manage allegations about staff conduct. Procedures for recruitment and selection are extremely robust to ensure the suitability of staff. Children play and learn in a secure, well-maintained environment, where staff are vigilant to any potential risks.

Setting details

Unique reference number	2593025
Local authority	Trafford
Inspection number	10205511
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	129
Number of children on roll	129
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	0161 507 6900
Date of previous inspection	Not applicable

Information about this early years setting

Kids Allowed Altrincham was re-registered in 2019 due to a change of provider. The nursery opens from Monday to Friday from 7.30am to 6.30pm all year round. It employs 34 members of staff who work directly with the children. Of these, one holds qualified teacher status and one holds an appropriate early years qualification at level 6. There are 19 members of staff who hold qualifications at level 2 and above. The nursery provides early years funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Julie Kelly

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 of her evaluation with the provider.
- The manager joined the inspector on a learning walk of all areas of the nursery and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector observed the quality of teaching, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out two joint observations.
- The inspector observed the interactions between staff and children.
- The inspector spoke to parents during the inspection and took account of their views.
- The manager provided the inspector with a sample of key documentation, including 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.

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