

Inspection of Kidz Corner Childcare Limited

319 Oldfield Road, Ordsall, Salford, Lancashire M5 3ND

Inspection date: 13 October 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children develop positive relationships with the friendly staff team. Although many of the children have not been in attendance for long, staff know them well. Staff gather detailed information from parents on entry, such as children's likes, interests and prior achievements. This, along with the attentive nature of the staff, means that children are supported effectively to settle quickly in the welcoming setting.

Staff understand that the COVID-19 pandemic has had an impact on children's progress. They focus their attention on supporting children to develop their personal, social and emotional skills to help to prepare them for their future learning. Children are independent and make choices about what they would like to play with. Children as young as two years of age are encouraged to solve their own simple problems. For example, staff encourage children to turn the pieces of a jigsaw puzzle and to keep on trying until they fit.

Children are happy, safe and behave well. They confidently talk to authorised visitors and invite them to join in with their play. For example, children excitedly talked to the inspector about the building work they can see in progress in their local community. They pointed out the different machinery they can see and delighted in discussing what it is used for.

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

- Staff develop a curriculum based upon children's interests and their knowledge of what the children need to learn next. They observe children as they play and quickly identify any emerging gaps in their learning. Staff work in partnership with a range of outside agencies to help to ensure that all children receive the support they need to make good progress.
- Children enjoy the time that they spend in the setting. They confidently explore the environment indoors and outside. Children are encouraged to have a go and try out their ideas. They gather the resources needed for a task and help each other as they play. Staff gently remind children of any risks and support them to manage these effectively and stay safe. For example, children are reminded to be mindful of where they put their feet on the small climbing frame, in order to maintain their balance. As a result, children are learning how to keep themselves safe.
- Staff talk to children about what they see them doing. They introduce new words as children play. For example, as children gather and explore a variety of natural resources outdoors, staff introduce the word 'potion' to describe children's creations. Children are encouraged to engage in conversations and share their thinking. Staff successfully employ a range of different strategies to support children who may experience difficulty with their speech.

- Children are supported well to develop a love of books and stories. Staff provide cosy and inviting reading areas, where children handle books with care. Children of all ages enjoy looking at picture books and listen intently as staff read stories in an expressive way. Older children learn how to recognise the sounds that letters represent in spoken words. However, occasionally, some staff do not pronounce these sounds correctly as they teach.
- Leaders place high priority on staff well-being. They ensure that staff are offered a wide range of emotional support, particularly during the pandemic. Staff are happy and feel well supported in their roles. They have regular access to training and opportunities to share their views and opinions. However, not all staff receive precise feedback on their teaching skills frequently enough to support them in developing their practice further.
- Parents are very complimentary about the partnerships with staff. Daily updates between parents and staff help to share children's achievements and their changing care and learning needs. Parents appreciate the introduction of electronic methods of communication.
- Staff provide a wide range of healthy and nutritious snacks throughout the day. They carefully consider children's individual requirements and remind children of the importance of a healthy lifestyle. Staff provide a range of information to support parents in providing a healthy and nutritious variety of food for their children's packed lunch.

Safeguarding

The arrangements for safeguarding are effective.

Staff attend regular safeguarding training and understand their responsibilities to ensure children are safe. They have a good understanding of the possible signs and symptoms of abuse. Staff know the procedures to follow if they have a concern about a child in their care, and they understand the whistle-blowing procedure. Staff undertake regular risk assessment checks to help to ensure that the setting remains a safe place for children. They are vigilant in keeping children safe from harm and supervise them effectively at all times.

What does the setting need to do to improve?

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

- assist staff to understand the importance of pronouncing the sounds that letters represent in spoken words correctly in order to support older children's developing communication and language skills
- strengthen professional development to include precise targets for staff, to help to improve the quality of practice to the highest level.

Setting details

Unique reference number	EY493727
Local authority	Salford
Inspection number	10207147
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 3
Total number of places	44
Number of children on roll	35
Name of registered person	Kidz Corner Childcare Limited
Registered person unique reference number	RP902444
Telephone number	0161 877 1570
Date of previous inspection	1 October 2019

Information about this early years setting

Kidz Corner Childcare Limited registered in 2015. The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at levels 2, 3 or above, including one with qualified teacher status. The nursery opens from Monday to Friday, term time only. Session times are from 8.30am until 11.30am and 12.30pm until 3.30pm. The holiday club opens from Monday to Friday during school holidays. Session times are from 8am to 6pm. The nursery provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector
Denise Farrington

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 inspector spoke with staff and children at appropriate times throughout the inspection.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a meeting with the manager and the deputy manager. She reviewed a variety of documents, including evidence of the suitability of staff, qualifications, first-aid certificates and policies.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.

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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