

Inspection of Triumphant Kids Nursery

142 Wood Street, Middleton, Greater Manchester M24 4BB

Inspection date:

13 December 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Leaders aspire to be good. They know the knowledge that they want children to gain from the curriculum. However, some staff do not focus precisely enough on what individual children need to learn. This means that children are not consistently motivated or keen learners. Children do not make the best progress possible. At times, children are observed climbing onto furniture and wandering around without purpose. That said, when leaders are deployed in the room and provide guidance to staff, the quality of education improves.

Children choose from some resources to aid their own play. Young children happily interact with staff, during animated pretend play in the small kitchen. Staff introduce some new language, such as 'watermelon' as children explore the toy food. Older boys work together to construct a train track. They engage in friendly conversation as they take turns to add a piece to the track. Children make friends and overall, some positive relationships are developing.

Leaders and staff are proud of their diverse and welcoming nursery. Due to the COVID-19 pandemic, staff greet children at the main door. Children receive a friendly smile and a reassuring hug on arrival. Staff take time to get to know children's routines and care needs before they start. Children's family photographs are displayed in the room. Babies develop a sense of belonging and affectionately point to their special people. This helps them to feel settled and safe. Older children know what is expected of them. They promptly line up before walking to the bathroom and washing their hands. They are familiar with the consistent routines and in the main, follow them.

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

- Staff monitor the progress that children make. However, leaders do not monitor the quality of education or staff practice precisely enough. Some weaknesses in the implementation of the curriculum have not been identified. Staff do not always use what they know about children to promote their learning effectively. Some experiences provided for children fail to enthuse and captivate them. For example, staff paint older children's hands for them during a creative activity, rather than letting children who are more than capable, do this for themselves. Children approach planned activities but quickly lose interest, due to the lack of challenge and focus. That said, leaders have welcomed support from the local authority adviser. Together, they are working towards an action plan, to help to raise the overall quality to a consistently good standard.
- Communication and language is promoted well. Staff use information gained from communication training, to support children's speaking skills. Even young children are starting to use rich vocabulary. This includes, children who speak

English as an additional language. Staff gather words from parents in children's home languages. They use these words to help children to express their needs as they learn English, in readiness for future learning in school.

- Staff do not have a thorough understanding of how to support children with additional needs. Actions from children's special educational needs and/or disabilities (SEND) care plans, are not always updated or followed precisely. This means that children with SEND do not consistently benefit from targeted support, to help them to make the progress they are capable of. Children are observed on the peripheral of activities and experiences. Staff provide some comfort and care. However, are not trained well enough, to meet all children's learning needs.
- Children enjoy healthy meals and snacks. They sit together in small groups to eat. Overall, this helps them to develop social skills. Some children capably use large utensils to serve their food, skilfully use cutlery and pour their own water. These routines and experiences help children to develop independence, confidence and some of the self-care skills needed for the future.
- Not all parents know what children are learning. That said, parents praise the 'lovely' staff team. Parents are informed about how much their child has eaten. They are happy that their children have no qualms about leaving them at the door. Some methods to try to involve parents work well. For example, children take turns to take 'Fluffy', the soft toy, home each week. Parents are asked to take photographs of their child's adventures with 'Fluffy'. The images are used to aid discussions at the nursery. Staff give parents information about how to register with the local dentist, should they need any advice or guidance.
- Staff use some activities to help children to develop positive behaviours. For example, children bake Christmas cakes. They take turns to crack eggs into a bowl, measure out the correct quantity of water and add to the mixture. With support and encouragement, children pass the bowl around, to ensure that everybody has a turn. Most children, wait patiently for their friends to stir the mixture and scoop a spoonful into the baking tray.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff have a clear understanding of how to identify a cause for concern. Staff know the action to take to protect children. Staff know the steps to take, if they are concerned about the conduct of a colleague or the provider. Safer recruitment checks are completed. This helps to ensure that staff working with children are suitable to do so. Staff care for children in a safe and very secure environment. Risk assessments are completed for all areas of the nursery. This helps to keep children safe. The staff-to-child ratios are maintained. Staff who are qualified in paediatric first aid are deployed to be able to deal with any minor accidents or incidents. Children are closely supervised as they settle down to sleep, listening to soothing music.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
develop procedures for coaching staff and help them to implement a focused and challenging curriculum, that builds on what all children know and can do	31/01/2022
improve staff knowledge and skills to ensure they are able to support children with SEND more effectively.	31/01/2022

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

- strengthen the quality of information shared with parents and make sure that all parents know exactly what children are learning
- develop the systems for monitoring the quality of education, so that teaching is consistent across the nursery.

Setting details

Unique reference number	2613043
Local authority	Rochdale
Inspection number	10216646
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	1 to 4
Total number of places	83
Number of children on roll	56
Name of registered person	Precious Kids Childcare Ltd
Registered person unique reference number	RP905098
Telephone number	07930841317
Date of previous inspection	Not applicable

Information about this early years setting

Triumphant Kids Nursery registered in 2020 in Middleton, Greater Manchester. The nursery opens Monday to Friday, from 7.30am to 6pm, all year round, with the exception of bank holidays. There are eight members of staff, who work directly with the children. Of these, four members of staff hold appropriate early years qualifications at level 3 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Layla Davies

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The quality of education was observed and the inspector assessed the impact this has on children's learning.
- The inspector conducted a learning walk with the nursery manager. The intent of the curriculum was discussed.
- The inspector evaluated an activity with the nursery manager.
- Regular meetings were held with leaders.
- Relevant documentation was checked and discussed, such as policies and procedures. The inspector reviewed the setting's self-evaluation and checked evidence of staff suitability.
- The views of parents were obtained.
- Children and staff were spoken to throughout the inspection.

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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