

Inspection of Kids Allowed Christie Fields

Joshua House, Christie Fields, Manchester M21 7QY

Inspection date: 18 January 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is good

Children's safety and well-being are fully assured at the nursery. All children, including babies, settle with ease and build trusting relationships with staff. Children know that staff care for them. As such, they approach staff freely for cuddles and happily wave 'bye bye' to their parents and carers. Children are extremely contented.

Leaders and managers want children to have the best experiences possible, so that they are ready for school. Children embrace these experiences as they take part in a wide range of exciting activities which bring their learning to life. For example, using one of their favourite stories, young children and staff embark on a 'bear hunt', using the nursery's well-resourced outdoor spaces. They learn new words as they 'squelch' through the 'thick oozy mud' and squeal with delight as they 'swirl' through the pretend snowstorm. Children are highly motivated and thoroughly enjoy their play and learning.

Children's emotional well-being is supported extremely well. Children talk about their feelings, which helps them to manage their emotions. They also use 'safe spaces' where they can relax or sit quietly reading a book. These experiences have also helped children to regulate their behaviour. Children's behaviour and attitudes to learning are exemplary.

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

- Leaders and managers have addressed weaknesses raised at the previous inspection. They have also worked closely with the local authority advisers, which has benefited staff and children. Staff are supportive of the leadership and management team. They appreciate their workload and feel valued for the work they do. Staff and children are well cared for at the nursery.
- Older children show high levels of independence during activities. They practise holding pencils and some are beginning to form the letters of their names. As children carry out these tasks, they do so with determination and a can-do attitude. Older children also enjoy taking on additional responsibilities, such as setting the table for lunch. This helps to nurture their growing independence. However, younger children are not consistently supported in developing their independence skills. For example, staff get them dressed for outdoor play and do not encourage them to have a go by themselves.
- Staff read exciting stories that capture children's interests. They use different voices for the characters, which engages children and stimulates their imaginations. Younger children enjoy learning new words, such as 'snowy owl' and 'fox', as they explore the 'roly poly' books. All children, including babies, have access to a wide variety of books and print. This approach helps them to

develop a love of reading from a very young age.

- Children's personal development is promoted well. They enjoy wholesome meals, such as fish pie, and seasonal fruits at snack time. Babies' stages of weaning are in line with their home routines, which are discussed and agreed with their parents and carers. This helps to provide continuity as babies sample new foods and experience different textures. All children benefit from lots of fresh air and exercise in the outdoor learning environments.
- Staff are committed to giving children a wide range of learning experiences. For example, children recently experienced the joy of earthy vegetables, such as curly kale and courgettes, which had come from the allotment. This experience also helped children to extend their vocabulary as they learned the names of interesting vegetables.
- The manager is clear about what she wants children to learn as they transition through the nursery. However, aspects of the curriculum do not focus precisely on what individual children need to learn next. For example, some planned activities have too many learning intentions, which narrows the curriculum. This does not help children to acquire a deep body of knowledge, to help maximise their learning.
- Children and babies settle well and gain lots of confidence. They demonstrate high levels of control and their behaviour is impeccable. Children adore the staff who care for them and know they are close by if they need any support. For example, children who are settling into the nursery enjoy quality time with their key person. This helps them to feel safe and secure as they become familiar with their new environment.
- Parents speak highly of the staff and managers. They comment that their children are extremely settled and enjoy coming to the nursery. Parents are particularly pleased that their children are supported by all staff, including their key person. Parents say communication is good. They also express gratitude that staff have helped their children to balance their emotions.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff understand how to keep children safe. All areas of the nursery are secure, and staff are deployed effectively. Staff are also vigilant when they take children on outings. Clear procedures are in place for reporting any concerns. For example, staff are aware of the whistle-blowing procedures.

The leadership and management team implements stringent recruitment procedures. This ensures that staff working with the children are suitable. All staff have completed appropriate child protection training. As a result, they are fully aware of the procedures to follow if they have any concerns about a child in their care.

What does the setting need to do to improve?

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

- provide greater depth in the curriculum to help maximise children's learning
- encourage younger children to do things by themselves.

Setting details

Unique reference number	2593086
Local authority	Manchester
Inspection number	10201724
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 5
Total number of places	245
Number of children on roll	263
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	0161 434 6594
Date of previous inspection	18 June 2021

Information about this early years setting

Kids Allowed Christie Fields registered in 2020 and is situated in Chorlton, Manchester. The nursery employs 54 members of childcare staff. Of these, five hold an appropriate early years qualifications at level 6, one holds level 5, two hold level 4, 22 hold level 3 and seven hold level 2. One member of staff is a qualified teacher. The nursery opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Tricia Graham
Richard Sutcliffe

Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspectors observed the quality of education and the impact this has on children's learning.
- Discussions were held with the leadership and management team.
- The inspectors held discussions managers about the design of the curriculum and how it is being implemented.
- The inspectors spoke to parents during the inspection.
- The inspectors spoke to staff and children at appropriate times throughout the inspection.
- The inspectors viewed a sample of documentation, including staff suitability checks.

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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