

Inspection of Kids Allowed Stockport

187 Buxton Road, Stockport, Cheshire SK2 7AA

Inspection date: 11 February 2022

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 are happy and safe in this rich and vibrant nursery. Leaders recognise that the nursery has been affected by the COVID-19 pandemic. However, they have allowed parents back into the nursery, which means that children settle very well. The transition from home to nursery is seamless. Children are secure and content.

Leaders have high expectations for children's behaviour. Children are kind and friendly, and show positive attitudes towards their learning. Babies giggle with delight as they splash in bubbly water, while staff praise and encourage them. The youngest children show that they are developing strong physical skills. They are supported to take tentative steps, before eagerly climbing into the ball pool.

Toddlers enjoy mark making on the white board outdoors, which helps to prepare them for early writing. All children are developing a keen interest in books. They sit with staff to look at their favourite stories and talk about the illustrations. Two-year-old children enjoy listening to traditional tales and re-enact them using props, such as sticks, bricks and straw. Pre-school children take part in yoga lessons with staff. They learn new moves and show good upper-body strength while stretching. They look at new positions in a book and talk about keeping their bodies healthy.

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

- The new manager, who is closely supported by the strong leadership team, has a good overview of the nursery. She aspires to be outstanding and includes the views of staff, parents and children in self-evaluation. This shared vision and capacity to reflect on practice and implement positive change is good.
- The support in place for children with special educational needs and/or disabilities (SEND) is excellent. Leaders leave no stone unturned in their pursuit to remove barriers to learning. Intervention plans are sharply focused and monitored with rigour. Gaps in learning quickly close and children with SEND make good progress.
- In the main, leaders have created a curriculum that builds on what children know and can do. Assessments are accurate and any identified gaps in children's learning are closing. However, not all staff have a thorough understanding of what leaders intend children to learn. Less-experienced and newer staff do not always ensure that the curriculum is delivered consistently. This means that children do not make the best possible progress.
- Leaders ensure that children who are in receipt of additional funding get the support and learning experiences that they rightly deserve. Staff arrange outings for children to places where they usually would not go. Children relish these opportunities and are excited to go on a train ride and visits in the local community.

- Partnerships with parents are a key strength in this large and welcoming nursery. Parents comment that they feel fully valued and included in their children's learning and development. Staff provide parents with learning packs so that they can support their children's learning at home. The lending library is a particular favourite and helps parents to support children to develop a love of reading.
- Overall, children are motivated and keen learners. They explore a variety of interesting activities and experiences that ignite their curiosity and creativity. Pre-school children fascinate while looking at the details of flowers that they collect from the local florist. They talk about the features of the flowers and excitedly make 'magic potions' using flower stems and leaves. Younger children experiment using all of their senses. They peel and taste citrus fruits and smell the scent of flowers during a water play activity.
- Children who speak English as an additional language make good progress. Staff use sign language and key phrases in children's home languages. Children are confident communicators, who quickly gain a good command of English.
- Children behave well and know what is expected of them. They show good levels of respect and tolerance towards each other. They enjoy socialising at mealtimes and engage in lively conversations with staff and their peers. Pre-school children acknowledge their friends' achievements. For example, they praise one another for excellent balance and coordination as they take part in an assault course. Babies develop strong relationships with their key person. They snuggle into caring and supportive staff as they are soothed to drift off to sleep.
- Overall, leaders support staff well. They have good systems in place to reduce staff workload, and place a high priority on staff well-being. For example, staff receive rewards for their positive contributions. However, the arrangements for coaching, mentoring and providing staff with incisive feedback about their practice is not consistently embedded across the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Robust recruitment and vetting procedures are in place. Staff undergo stringent checks to ensure that they are suitable to work with children. Ratios are complied with and staff supervise children with vigilance. A high number of staff hold paediatric first-aid qualifications. This means there is always someone available to deal with any accidents or injuries to a child. The premises are safe and secure. Good arrangements are in place to check the identification of visitors. Staff attend child protection training and present with a good understanding of the referral procedure. They know the possible signs to be aware of that may indicate children are at risk of harm. Staff teach children about e-safety and have a secure understanding of the whistle-blowing procedure.

What does the setting need to do to improve?

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

- continue to embed the procedures for coaching, mentoring and supporting staff so they all are able to improve their practice to an outstanding level
- help all staff to gain a thorough understanding of and be able to implement leaders' intent for the curriculum.

Setting details

Unique reference number	2593060
Local authority	Stockport
Inspection number	10212609
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	197
Number of children on roll	246
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	0161 241 1239
Date of previous inspection	Not applicable

Information about this early years setting

Kids Allowed Stockport registered in 2020 and is one of a large number of nurseries run by Kids Planet Day Nurseries Limited. The nursery employs 52 childcare staff. Of these, seven hold appropriate early years qualifications at level 2, 26 hold a qualification at level 3, two at level 5, five at level 6, and one holds early years teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Layla Davies
Luke Heaney

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the setting and have taken that into account in their evaluation of the provider.
- The inspectors observed the quality of education being provided indoors and outside. They assessed the impact that these activities had on children's learning. The inspectors completed a tour of the nursery with the nursery manager. They also undertook a learning walk with the nursery manager to discuss how the curriculum is planned and implemented.
- The nursery manager and the inspectors completed three joint observations of adult-led learning activities. They discussed how the teaching observed extended children's understanding and linked to the learning intentions for children.
- The inspectors held regular meetings with leaders. They looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- Staff and children were spoken to by the inspectors during the inspection. Staff explained why they were undertaking some activities and how they worked with individual children.
- Parents and guardians spoke to the inspectors during the inspection. The inspectors took account of their views.

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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