

Inspection of Kidzrus Nursery Limited

Glenn House, Houston Park, SALFORD M50 2RP

Inspection date: 25 February 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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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's behaviour is impeccable. Children learn right from wrong from a very early age. Expectations for behaviour are extremely clear throughout the nursery. Children are kind to others and show impressive compassion and empathy. They learn respect, forgiveness and honesty through highly refined, age-appropriate behaviour management techniques. Children have outstanding levels of self-motivation and an extremely positive attitude to their learning. When faced with complicated tasks they concentrate, persevere and repeatedly try until they succeed. For instance, children balance on one foot. They show an exemplary can-do attitude when faced with challenging tasks.

Children are safe and have fun as they learn. Laughter is frequently heard throughout the nursery. Staff use humour and animated interactions to help to excite children in their learning. For example, staff use a variety of different voices and actions to help to bring book characters to life. Children eagerly shout 'more, more' as they listen. Children engage and focus in their learning supported by fun and energetic teaching strategies. Reading and literature in the nursery is given high priority. Toddlers and older children talk about their favourite books and recall stories with eagerness. Babies look at picture books and point to familiar images. Children of all ages demonstrate a love of literacy. This positive attitude creates a secure foundation for their future learning. Furthermore, family members frequently attend the setting as 'guest readers' to enrich story sessions and extend children's enjoyment in reading. Staff continue to assess the impact of the COVID-19 pandemic on children's development and respond in practical ways. For example, a quiet and calm space has been created to help to support children's emotional well-being.

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

- Children are treated as individuals at this inclusive setting. Staff celebrate children's diversity. Care routines are tailored to help to meet children's unique needs. Children from all backgrounds, including those who speak more than one language and those with special educational needs and/or disabilities, make good progress.
- Partnerships with parents are good. Parents comment on the effective communication with home and praise staff for their hard work and commitment.
- Staff create many opportunities for children to practise speaking and develop good language skills. They encourage children to have two-way conversations. For example, discussions between older children go back and forth. They ask questions, listen to their friends opinions and eagerly respond with their own ideas. Older children develop sophisticated knowledge of sentence structure and younger children become confident communicators.

- Staff plan interesting activities and teaching is good. They gradually increase challenge as activities progress. For example, children practise early writing skills as they hold crayons and make marks on paper. Staff role model drawing shapes and encourage children to give meaning to their marks. Quality teaching helps to extend children's knowledge and skills.
- Teamwork is good. Staff show mutual respect towards each other and communicate effectively. In turn, there is a relaxed and friendly atmosphere throughout the setting. Tasks are easily delegated and shared and children's needs are quickly met.
- Staff throughout the nursery are calm and gentle. They speak to children in a kind and reassuring tone. Babies are given plenty of cuddles and they thrive in their emotional confidence. For instance, toddlers squeal when familiar adults enter a room. They throw their hands in the air to indicate their desire to be picked up. Children are safe, happy and reassured by the warm relationships they share with the friendly and nurturing adults who care for them.
- Children make good all-round progress. The curriculum is broad and balanced. Children enjoy a good mix of adult-led and self-chosen play. However, sometimes planned activities for young toddlers lack clarity in learning objectives to help to focus teaching with precision.
- Leaders of the setting are ambitious to improve. They ask parents and staff for their views and set achievable goals to develop. However, due to the pandemic, monitoring of staff teaching has been disrupted and peer observations have been less frequent.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand they play a vital role in keeping children safe from harm. They are aware of the signs or symptoms that may indicate a child is at risk from harm and are confident to respond quickly. The manager holds the lead role in safeguarding at the nursery. She fulfils this role well and knows how to protect children from harm. Safeguarding training is regularly revisited at staff meetings and quizzes are used to spot check knowledge. Recruitment and selection procedures are rigorous and the suitability of all staff is continually monitored. Safeguarding is given high priority.

What does the setting need to do to improve?

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

- establish a culture of peer observation and mentoring and extend the quality of teaching even more
- consider more closely children's next steps when planning for young toddlers and focus teaching even more precisely to help children make rapid progress.

Setting details

Unique reference number	EY493423
Local authority	Salford
Inspection number	10205602
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 4
Total number of places	109
Number of children on roll	104
Name of registered person	Kidzrus Nursery Ltd
Registered person unique reference number	RP534738
Telephone number	0161 743 9315
Date of previous inspection	30 April 2019

Information about this early years setting

Kidzrus Nursery Limited registered in 2015. The nursery employs 22 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round, except over the Christmas period. Sessions are from 7am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michelle Jacques

Inspection activities

- This was the first 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 setting.
- The inspector completed a joint observation alongside the manager.
- A range of documentation, including suitability checks for all staff was reviewed by the inspector.
- The manager and deputy manager completed a learning walk around the nursery with the inspector.
- The inspector observed interactions between staff and children and considered the impact of teaching on children's development.
- The inspector spoke with staff, children and parents during the inspection and considered their views and comments.

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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