

# Inspection of Kids Adventures Salford

Social Adventures Ltd, 1 St Philips Place, Salford, Lancashire M3 6FA

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Inspection date: 24 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
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 confident. They listen to staff and show kindness to their peers. Older children support their younger friends by showing them different ways to play and guiding them during activities. Babies thrive in the peaceful environment. They gaze at their key persons and soak in the praise they offer. Staff respect children. This helps children learn to respect others. For example, the 'helpers of the day' carefully and considerately set the table for lunch time. They know to put extra jugs on tables because some of their friends 'like lots of milk with lunch'. Babies especially show affectionate bonds with staff. They reach for them when they wake from a nap, craving cuddles and some quiet time. Staff respond warmly and rock back and forth with children in their arms until they feel ready to play.

In response to the COVID-19 pandemic, parents no longer enter the setting. Staff use this as an opportunity to promote children's independence. This has a positive impact as children now take charge of some aspects of their self-care, like washing hands and getting ready to go home. These are important skills to have, especially for those preparing to move to primary school. Children are engaged constantly. They huddle around staff for story time, explore different fresh flowers and count out loud with their peers. They enjoy their learning.

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

- The management team have chosen to combine the toddler and pre-school rooms. Staff now skilfully adapt activities to meet the needs of children's differing ages and abilities. This works well. Younger children begin to learn from their older peers. Older children have more opportunities for independence. Before the move, pre-school children had to be escorted to the bathroom in another room. Now, they ask permission and access the bathroom themselves, if they feel comfortable to. This helps to prepare children for the next stages in their learning journeys.
- Children experience a good quality of learning. Staff support children's communication and language skills particularly well. Babies explore different textures with play dough. They gaze at their key persons as they introduce words like 'leaf' and 'herb'. Babies show they are listening intently even at this young age. Older children are introduced to new descriptive language as they create. They practice these new words, repeating 'scratchy' and 'fragrant' as they examine fresh rosemary stalks. Staff read to children and listen carefully to their questions. This helps children to express themselves and builds upon their understanding.
- Staff respect children. They ask children for consent before changing their nappies or wiping their faces. This helps children to understand that they are in

charge of their own bodies. Children appreciate this and it is clear that they feel listened to.

- The management team are ambitious. They are focused on driving improvements within the setting. Staff feel supported and happy within their roles. They know they can approach the management team for anything they need. The management team appreciate that staff work hard and continuously consider new ways to further evolve the setting. Risk assessments are completed regularly but some minor hazards like missing cable clips and reachable cords are missed. However, the management team are pro-active and committed to strengthening risk assessments to ensure that these issues are swiftly identified and rectified.
- The provision for children with special educational needs and/or disabilities is a strength of the setting. The special educational needs coordinator is committed to ensuring all children can access and benefit from the curriculum. She implements detailed, unique plans to help close any gaps in children's development. This is largely successful as children make good progress and quickly begin to catch up to their peers.
- Parents are very happy with the care and education their children receive at this setting. They particularly appreciate the 'strong relationships' between children and staff. They comment that staff are 'dedicated' and plan exciting, purposeful activities to support their children's development. They feel involved in their children's learning and equipped to support them further at home.

## Safeguarding

The arrangements for safeguarding are effective.

The management team and staff have a secure understanding of their roles and responsibilities. They all recognise the procedures they must follow, for instance, if they have concerns about the conduct of another member of staff or the management team. Staff know the signs and symptoms which may indicate a child is being abused or neglected. They know their key children well and this helps to ensure that they swiftly notice any worrying behaviour changes. Most staff are trained in paediatric first aid which helps to ensure that they can react appropriately should a child have an accident. This helps to create a culture of awareness, which helps to keep children safe.

## What does the setting need to do to improve?

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

- consider ways to further strengthen risk assessments in order to swiftly identify any minor hazards in the environment.

## Setting details

<b>Unique reference number</b>	EY555901
<b>Local authority</b>	Salford
<b>Inspection number</b>	10174523
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	53
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Social Adventures Limited
<b>Registered person unique reference number</b>	RP534017
<b>Telephone number</b>	01612124980
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Kids Adventures Salford registered in 2017. It operates from 7.30am to 6pm, Monday to Friday, all year round. The nursery employs nine members of staff. Of these, two hold a relevant early years qualification at level 6, four have a relevant qualification at level 3 and two are unqualified. The manager has a relevant level 5 qualification. The nursery offers funded early educations for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Shauneen Wainwright

## 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 viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff and parents spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the interactions between staff and children, including during a joint observation alongside the manager.

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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