

Inspection of Kinder Daycare & Nursery - Whalley Range

39 Russell Road, Whalley Range, Manchester, Lancashire M16 8DH

Inspection date:

21 February 2022

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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and settled at the nursery and form positive relationships with the caring and nurturing staff team. However, children are exposed to potential hazards, as staff do not consistently carry out daily risk assessments. For example, unsafe shelving units hanging from the wall go unnoticed. The correct procedures for the administration of medication are not followed, resulting in children potentially not being given their medicine at the correct times.

Lunchtime routines are not well embedded, consequently, this has a negative impact on children's behaviour. For instance, children are left waiting too long and become bored, which results in children banging plates and leaving the table repeatedly. That said, children are aware of golden rules, such as kind hands and walking feet and show a willingness to follow them.

Staff have some understanding of what children already know and can do. However, they do not use this knowledge to plan specific next steps in learning. This means throughout the nursery, teaching and staff interactions with children are not consistently good. However, overall, children have fun. For example, babies enjoy lights in the sensory room, and exploring their faces using mirrors. Toddlers enjoy making shapes with play dough and learning about new textures through messy play activities. All children enjoy singing rhymes with staff and their friends, which supports their communication and language development.

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

- Risk assessments are not consistently implemented in practice. For example, on the day of the inspection, staff failed to carry out daily checklists prior to the arrival of children. Resulting in cleaning sprays being left out within the reach of children. The potential for this to cause harm to a child had not been identified or managed by staff.
- The quality of education is variable. Staff do not always use what they know about children's interests to challenge and inspire their learning. For example, when children are absorbed in discussing the life cycle of bugs and butterflies, staff tend to focus only on the sensory part of the play activity. Some children lack enthusiasm to join in. Therefore, not all children are securing the skills they need for future learning. Some staff's role modelling of language is not yet good enough, therefore, children do not always learn the correct word. For example, staff role model the word 'ta' instead of thank you.
- The arrangements for supervision, coaching and mentoring are not well embedded for new staff. Although staff have meetings with the manager to discuss their well-being, they are not fully supported to improve their knowledge and skills further. This means the quality of education is inconsistent. For

instance, not all understand how to implement the curriculum or children's next steps well enough. Consequently, children do not make the progress they are capable of.

- Staff working with children with special educational needs and/or disabilities receive appropriate training. They work closely with parents and other professionals to understand how to implement targeted support for all children. Some staff are trained in Makaton and British Sign Language and use this to support children's communication well. Children with additional funding benefit from their interests being considered in decisions regarding how this is spent, such as special sensory resources.
- Children are beginning to learn how to manage their feelings and behaviour towards their friends. Staff support them by intervening swiftly when disputes arise. For instance, when children who are still learning to share snatch toys from their friends, staff model 'kind hands'. This helps children to learn about rules and boundaries and appropriate behaviour.
- Healthy lifestyles are promoted. Staff support children to become independent in self-care, including hygiene practices, such as regular handwashing. The menu is well balanced and nutritious; staff discuss healthy food with children at mealtimes. For example, at lunchtime, children chat about the sauce being made from tomatoes which are healthy. Children's dietary needs are well managed by staff and the nursery cook.
- Children begin to develop literacy skills; they have opportunities to access books and hear stories being read to them. They develop an enjoyment in mark making from a young age.
- Staff support the children to understand the community in which they live. They provide plentiful opportunities for children to use home languages and learn about other cultures. The children enjoy looking at family books together to understand what makes each family unique.
- Parents report that communication is very good, they comment on how confident their children are since attending nursery. Staff share information about children's progress with all parents to support them to continue their children's learning at home. One parent described the nursery as a 'homely place'.

Safeguarding

The arrangements for safeguarding are effective.

Staff access regular training about safeguarding and child protection. They know the possible signs of abuse and neglect and what to do should they have any concerns about a child's welfare. Staff have an appropriate understanding of a wide range of safeguarding concerns, such as the risks to children of being exposed to extremist views. The provider follows good recruitment processes to check adults' suitability to work with children and checks the ongoing suitability of staff.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure all staff understand their roles and responsibilities in relation to risk assessments to minimise children's exposure to potential hazards in the environment	22/02/2022
implement robust procedures for the administration and record keeping of children's medication	22/02/2022
implement robust procedures for supervision, coaching and mentoring to raise the quality of education to a good level.	07/03/2022

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

- role model language effectively, so that the youngest children can use the correct words when communicating
- implement effective routines at mealtimes to ensure children do not wait for long periods before eating
- support staff to implement a curriculum that is sharply focused and builds on children's prior knowledge.

Setting details

Unique reference number	2548553
Local authority	Manchester
Inspection number	10221116
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	79
Number of children on roll	51
Name of registered person	Kinder World Day Nursery Group Limited
Registered person unique reference number	2519085
Telephone number	07403 990005
Date of previous inspection	1 July 2021

Information about this early years setting

Kinder Daycare & Nursery - Whalley Range registered in 2019. The nursery employs 10 members of childcare staff. Of these, one holds an appropriate early years qualifications at level 6, six at level 3 or above and three at level 2. The nursery opens Monday to Friday from 7am until 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lysa Randle

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to children, to find out about their time at the nursery.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- Interactions between staff and children were observed by the inspector.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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