

Inspection of Kiddi Day Kare Hattersley

Kiddi Day Kare, Stockport Rd, Hyde SK14 3QF

Inspection date: 25 March 2022

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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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

Managers changed the routine for children's arrival and departure because of the COVID-19 pandemic. Children are now very accustomed to separating from parents and carers at the door. They do this confidently. This helps to demonstrate that children feel safe in the care of the welcoming staff.

Children have plenty of time to explore and to lead their own play. Pre-school children busily wheel small-world cars through different colours of paint in the big play tray. They have fun making tracks and notice what happens when the colours mix together. The activity helps children to develop strength and control in their hands and fingers. Younger children use paint to make cards for Mother's Day. They enjoy the sensation of paint on their hands. They try out different ways to make marks. Children know that staff will praise and value what they create. This encourages children to participate and helps to promote their self-esteem.

Staff communicate high expectations for children's behaviour. Their consistent approach helps children to develop self-control. Children know that there are different rules for their conduct at different times of the day. They sit quietly at group times and run about outdoors.

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

- The manager is ambitious for his own performance and that of his staff. He links staff's academic study to nursery practice effectively. Staff who undertake accredited training share what they learn and incorporate new ideas into their work. This helps everyone to be reflective and forward looking.
- Supervision helps staff to continuously improve their professional skills. The manager noticed that staff did not consistently use children's names during interactions. He coached staff to understand what he wanted them to do and why. Children now hear their own names more often. This helps to promote their sense of identity and they learn the names of other children more quickly.
- Staff provide activities that help children to take the next steps in their learning. For example, they teach two-year-old children how to pick up tiny pom-poms with tweezers. This helps children to develop a pincer grip. However, sometimes, staff do not make the most of opportunities across the day for children to focus in different ways on their individual learning goals, so they make the swiftest progress.
- Most learning is sequenced effectively. For example, babies sit securely in low chairs to eat lunch. Once they develop enough strength and balance, babies sit up to the table. Some learning is not differentiated well enough. Pre-school children look together at groups of items that start with the same sound. However, some children can already identify the initial sounds of words and the

familiar activity does not move them forward. Younger and less-able children do not understand what is being taught. Therefore, the activity does not promote children's early reading effectively.

- Overall, staff teach new vocabulary in a meaningful way. Children add items to a set of weighing scales. Staff point to the arrow and the scales. They say and repeat the words. This helps children to learn the words 'arrow' and 'scales'. They begin to understand that the arrow's movement is linked to the items they add to the scales. This helps children to learn about measuring weight.
- Staff carry out timely assessments of children whose development gives cause for concern. Children with identified special educational needs and/or disabilities are supported well. Staff implement advice from specialist professionals. This helps children to close gaps in their development. Additional funding is used effectively.
- Parents say that children settle well and enjoy coming to nursery. The manager works with them to establish patterns for children's attendance that meet families' individual needs. This helps to ensure that children benefit from their full entitlement of funded provision.
- Staff take children on local walks and display photos of familiar buildings, such as the Post Office. This helps staff to hold meaningful conversations with children about the local area and their community.

Safeguarding

The arrangements for safeguarding are effective.

The manager trains and supports staff to understand and implement the nursery's safeguarding policy. Staff know the action they must take if they have concerns about children's welfare. Well-organised recruitment procedures help to ensure that staff are suitable to work with children. New staff follow an induction process and complete a period of probation before their appointment is confirmed. The manager makes sure that vehicles used to transport children to and from school are safe. The vehicles are checked monthly and undergo an annual Ministry of Transport test as required. Staff keep required records. For example, if children are injured, staff complete accident forms and share them with parents.

What does the setting need to do to improve?

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

- help staff to make better use of activities and routines to focus even more effectively on what children are trying to learn next
- improve staff's knowledge and understanding of how children learn to read, in order that early reading activities are appropriately sequenced and support children's progress.

Setting details

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| Unique reference number | EY548364 |
| Local authority | Tameside |
| Inspection number | 10231388 |
| 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 11 |
| Total number of places | 170 |
| Number of children on roll | 91 |
| Name of registered person | Holden, Susan Mary |
| Registered person unique reference number | RP511357 |
| Telephone number | 07984994324 |
| Date of previous inspection | 21 June 2019 |

Information about this early years setting

Kiddi Day Kare Hattersley registered in 2016. The nursery employs nine members of childcare staff. Of these, one member of staff holds a qualification at level 5, five members of staff hold qualifications at level 3 and two at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 6.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It offers out-of-school and holiday care.

Information about this inspection

Inspector
Susan King

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 her evaluation of the provider.
- The manager and the inspector completed a learning walk of the nursery. They conducted two joint observations of practice and held meetings as appropriate.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke with parents. She took account of their views.
- Examples of documentation were sampled and reviewed by the inspector. She checked evidence of the suitability of staff working in the nursery.

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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