

# Inspection of Kidz Stop Day Nursery

Scout Hut, Crambourne Road, Ashton Under Lyne OL7 9BW

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Inspection date: 16 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 settle quickly and feel secure in the warm, friendly environment. They have strong emotional attachments to the caring staff, who cuddle and comfort them as and when needed. Children enjoy their time in the outdoor environment. They show delight as they use their physical skills to splash in the water, ride bikes and play bat and ball with staff. Children move their bodies in different ways as they balance on beams, climb up and down steps and run around the garden during a game of duck, duck, goose. Staff model language by using words such as 'coordination' and 'balance'. They demonstrate the meaning of these words by showing children how to balance on the beam. Staff offer reassurance to less-confident children by offering encouragement. They ask children if they would like some help and build their confidence by reassuring them that they can do something.

Staff have high expectations for children's behaviour. Consequently, children behave well. Children are kind and courteous towards each other and build respectful relationships with staff. They share, take turns, and use their manners. Children are developing their independence. For instance, they help themselves to a drink from the water station. At mealtimes, children learn to clear away their lunch and put empty wrappers in the appropriate waste container. Children develop a positive attitude towards learning and are gaining the skills they need for the next stage of their education.

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

- Staff provide a broad and well-balanced curriculum, guided by children's interests and next steps. Children build on what they know and can do through a varied range of experiences. Children learn useful skills in preparation for school.
- Overall, the curriculum is well planned to support the needs of the children. However, during adult-initiated group activities, staff are unclear of their learning intentions for each child. Targets are sometimes too broad and do not focus on the smaller steps that children need to achieve. Therefore, appropriate assessment of what children have learned is uncertain.
- Children show good levels of engagement, and staff interactions are of good quality. Inside, children are supported to develop their small-muscle skills as they build their own structure with paper straws. Outside, children giggle with delight as they work together to bounce a ball on the parachute. As a result, children are supported to develop both large- and small-muscle skills in most activities.
- Staff are positive role models for children. They show interest in what children choose to do, respond to their emotional needs and get fully involved in their play. However, routine interruptions, such as nappy changing, or joining adult-

initiated activities, means that children are not given enough opportunities to develop their concentration skills during self-chosen activities.

- Staff actively promote children's communication and language skills. They listen intently as children inform them about their recent visit to their new school and meeting their new teachers. Staff extend children's language, introducing new words, such as 'coordination'. As a result, children use language well during their play.
- Parent partnerships are a strength at this nursery. Parents speak very highly of the staff, saying 'they are brilliant'. They appreciate the support they receive from staff and believe they go 'above and beyond' for the children. For example, staff offer advice and support with toilet training and suggest helpful strategies to encourage children to stop using a dummy.
- Staff comment that they feel well supported by managers. They have regular supervision meetings where their workload and well-being are discussed. Staff access a range of training opportunities to develop their practice. However, during routine activities, they are not deployed effectively to consistently meet the individual learning needs of all children.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge and understanding of the possible indicators linked to child abuse. They know the procedures to follow and understand who to report their concerns to in order to protect children from harm. They know what signs may suggest that a child is being exposed to extreme views or behaviour. Staff know the correct procedure to follow should there be concerns about the conduct of a colleague. Staff undertake regular training. Senior staff, designated to take the lead for safeguarding children, undertake advanced training. The manager carries out safer recruitment checks to ensure the ongoing suitability of staff working with children. The setting is secure and the environment is routinely checked to ensure the safety of children.

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

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

- strengthen the planning of adult-initiated activities in order to focus teaching more precisely on the targeted learning intentions
- review the implementation of the curriculum so that children's learning is not interrupted by routine events and adult-initiated activities
- ensure that staff are deployed effectively across the nursery to meet the learning needs of all children.

## Setting details

<b>Unique reference number</b>	EY465150
<b>Local authority</b>	Tameside
<b>Inspection number</b>	10236227
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Greenwood, Amanda Jayne
<b>Registered person unique reference number</b>	RP516603
<b>Telephone number</b>	07804832720
<b>Date of previous inspection</b>	15 March 2017

## Information about this early years setting

Kidz Stop Day Nursery registered in 2013. It is situated in the Ashton-under-Lyne area of Tameside. There are six members of childcare staff. Of these, the provider/manager holds a recognised qualification at level 6, one member of staff holds an early years qualification at level 5, and four hold a level 3 qualification. One member of staff is unqualified. The nursery is open from Monday to Friday, 7.30am until 5.30pm. It is closed on bank holidays and for one week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
 Rachelle Pole

## 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 nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector observed the quality of education provided indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and the children.
- The inspector spoke to some parents during the inspection and took account of their views.
- The inspector spoke with the manager throughout the inspection to keep her updated as the inspection progressed.
- The inspector looked at relevant documentation and reviewed 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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