

Inspection of Kids adVentures Prestwich

3 Chandos Road, Prestwich, MANCHESTER M25 9WW

Inspection date: 24 June 2022

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

Children arrive happy, confident and ready to learn at this friendly setting. Children look out of the window with excitement to see their friends arriving. Even very young children point excitedly and name their friends. Children are happy and safe. They learn to make friendships. Children of all ages are enthralled and listen well to stories, which are read by skilled and enthusiastic staff. They join in with well known phrases and regularly choose books to read with friends. Children are engaged in learning. They develop their language, listening skills and a love of reading.

Expectations for children, including those with special educational needs and/or disabilities (SEND), are high. The curriculum supports children to test out and try new activities. For example, children try several ways to fit blocks into a box and are encouraged to persevere. This develops resilience and builds their self-esteem as they are praised for new achievements. Children's physical and emotional well-being is well considered. They are supported to understand how physical exercise makes their heart beat faster and children talk about the importance of hydrating to keep well.

Children learn about good health. They are encouraged to wash their hands regularly. Staff explain carefully about washing hands well and getting rid of germs before eating. This helps keep children safe and children understand the importance of hygiene. In general behaviour is good. Staff support children to understand the importance of kind behaviour.

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

- The setting has recently had a change in management. Managers ensure training opportunities are regularly available to staff. This means staff professional development and practice is continuously improving. This impacts positively on the quality of care for children. Staff comment that they feel well supported with regular focused supervision and team meetings. These help staff to plan a curriculum that meets children's learning needs.
- Staff know the children well. They follow children's lead in play, which means children are engaged in learning. However, during adult planned activities staff do not always focus sharply enough on children's specific targets. Therefore, at times children are not engaged to the highest level.
- Partnership with parents is strong. The setting runs workshops on requested topics. This gives consistency in learning for children between the setting and home.
- Children learn self-care skills. They are encouraged to put on their own shoes and coats and feed themselves. This supports children's independence skills.

- Behaviour is generally good. Children have developed friendships and show care for each other. They share and turn take well. Children are building skills that will support them as they transition to pre-school or school.
- The setting follows clear processes for ensuring food allergies and choices are adhered to. This ensures parents choices are met and keeps children safe.
- The setting considers children's needs well and adapts the provision to support individual children. For example, the setting has reduced the number of children in the outside area at one time. This ensures that individual children are not overwhelmed and promotes positive behaviour.
- Children confidently join in with songs. Those with little spoken language engage with the actions. Children are developing their motor skills and are enjoying being part of a group. This is evident as they clap hands and smile at each other at the end of the song.
- Children's additional needs are quickly identified by staff. Clear and sequenced targets are put in place for these children. Therefore, children with SEND make good progress.
- Children's language development is generally well promoted. However, sometimes staff do not give children enough time to think before responding. On these occasions, children do not develop thinking skills.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of their role and responsibility to protect children from harm. They have secure knowledge of the signs and symptoms of abuse and what to do should they have concerns about a child's welfare. This included whistle-blowing procedures. The setting is secure, safety is well considered, and children cannot leave unsupervised. The indoor and outdoor areas are free from hazards and staff are well deployed to react quickly to any issues. Staff are trained in paediatric first aid and understand how to administer first aid properly.

What does the setting need to do to improve?

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

- enhance adult-led activities to focus more sharply on children's specific targets to promote their engagement to the highest level
- provide children with more time to think and answer questions to further develop their language and communication skill.

Setting details

Unique reference number	EY481965
Local authority	Bury
Inspection number	10236492
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	1 to 3
Total number of places	35
Number of children on roll	0
Name of registered person	Social Adventures Limited
Registered person unique reference number	RP534017
Telephone number	0161 798 7465
Date of previous inspection	23 September 2016

Information about this early years setting

Kids adVentures Prestwich registered in 2014. The nursery employs nine members of childcare staff, including the manager. Of these, eight hold appropriate early years qualifications at level 2 to level 6. The nursery also employs a member of staff with qualified teacher status. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Lynn Richards

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the managers and has taken that into account in their evaluation of the setting.
- The inspector observed an activity and evaluated this with the manager.
- The manager and the inspector had a learning walk and discussed the setting's intentions for children's learning.
- The inspector observed and spoke to children indoors and outdoors, paying attention to how effective the curriculum is for children's learning.
- The inspector observed interactions between the staff and children.
- The inspector discussed the implementation of the curriculum and the impact this has on children's learning with managers and staff.
- Parents shared their views of the setting with the inspector.
- The inspector viewed some documentation, including paediatric first-aid certificates.

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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