

Inspection of Kids Allowed Cheadle Royal

Cheadle Royal Business Park, Highfield, Cheadle, Cheshire SK8 3GY

Inspection date: 9 November 2022

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children are highly engaged in play, with exceptionally positive attitudes to learning. They are extremely competent at exploring and observing cause and effect. For example, children describe how flowers they have added to the water are changing its colour. Children are very confident, as skilled staff encourage them to test out their own ideas. For example, children experiment with lemons and limes and observe what happens when they squeeze them. Children are clear about what is expected of them and consistently work within the boundaries. They have an excellent understanding of the difference between right and wrong.

Children make rapid progress in their learning and development. They are very well supported by staff who have an exceptional knowledge of their developmental stages. Children receive high levels of challenge and are enthusiastic to learn more, encouraged by staff who have high expectations of children. Children thrive in the setting, demonstrating their emotional security, established through secure attachments and nurturing relationships with kind and caring staff. For example, staff are observant and notice which children are not joining in activities. They then give them a bit of extra encouragement, which supports them to participate.

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

- Leaders have an ambitious and clear vision for the nursery, which is implemented exceptionally well. This helps to ensure that there is a consistently high level of care and education. There is a clear focus on staff well-being, resulting in staff feeling valued and appreciated.
- Children engage in a wealth of challenging physical activities. For example, the sports coaches focus on supporting children to engage in daily exercise and experiences, such as yoga. They provide opportunities for children to learn new skills, such as dressing themselves. This supports children to participate in healthy lifestyles and become competent in doing things for themselves.
- There are excellent relationships with parents. Staff provide an abundance of home-learning bags supporting several areas of development. For example, parents take home activities that encourage them to use signs with their children. This helps children to be able to communicate their needs, and creates consistency in the approach used with children.
- Staff have superb opportunities for training and professional development. One example includes staff who have undertaken training in relation to working with children with special educational needs and/or disabilities (SEND). This helps them to have an excellent knowledge of how to provide appropriately targeted support. Therefore, the needs of children with SEND are very well met.
- Staff provide a curriculum that is highly focused on developing children's communication and language skills. They consistently introduce new words to

children and provide a narrative as children play. For example, staff talk to younger children about 'parsley' as they add it to dough, and they model how to use 'pipettes' with older children. This supports children to be able to use language in a range of different situations.

- Children's behaviour is exemplary. They share resources and work together. For example, children help each by adding water to each other's containers and then thank each other for the help. Staff praise children, reinforcing the expectations. This helps children to make excellent progress in their personal, social and emotional development.
- Staff are highly skilled at adapting their teaching to extend children's understanding based on children's interests. For example, staff use children's interest in dinosaurs and enhance their knowledge by using dough, creating footprints and observing the marks they have made. This supports children to engage in play for extended periods.
- Children are impressively independent. For example, they serve their own lunch, put on their own coats and make choices about what they want to play with and how they want to play with it. This helps them to acquire the skills they will need for future learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff have an excellent knowledge of safeguarding, and use multiple methods to continuously enhance understanding. For example, staff refer to guidance on their lanyards, attend training and refer to posters in each room about what to do if any concerns arise. This means staff can recognise any concerns quickly and take appropriate action. Staff have considered the safety of children and put in place measures to reduce risks to children. For example, doors are coded and there is a password system if other adults collect children. This helps to keep children safe.

Setting details

Unique reference number	2593065
Local authority	Stockport
Inspection number	10249188
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 10
Total number of places	250
Number of children on roll	354
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	0161 428 9634
Date of previous inspection	Not applicable

Information about this early years setting

Kids Allowed Cheadle Royal registered in 2020. The nursery employs 72 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 6, two hold a qualification at level 4, 35 hold qualifications at level 3, 13 hold qualifications at level 2 and 12 staff are unqualified. Three members of staff are currently doing their apprenticeship. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Joanne Ryan
Deborah Magee

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 manager and deputy joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out joint observations of group activities with the manager and deputy.
- Parents shared their views of the setting with the inspector.
- 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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