

# Inspection of Kinder Daycare & Nursery - Whalley Range

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

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Inspection date:

16 November 2022

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## **Overall effectiveness**

## **Inadequate**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Requires improvement

## What is it like to attend this early years setting?

### The provision is inadequate

Children's safety is not assured due to weaknesses in leadership and management. Children are left alone with adults whose suitability has not been verified. Poor communication means that staff are not always clear of who cannot be left unsupervised with children. In addition, staff who have not yet had suitability checks are included within ratios. This does not safeguard children.

Despite the weakness in staff deployment, children are happy and settled in the nursery. They busy themselves, playing both independently and with their peers. Babies and toddlers have developed strong attachments and feel safe and secure with their key person. Staff model simple language to support children's communication development. Children are developing independence as they follow simple instructions and learn to feed themselves. At nap time, younger children eagerly take themselves to the sleep room. They look for their own bed and happily settle themselves down for a sleep. This shows that they understand the routine and can follow through their own thinking.

Older children are keen to interact with enthusiastic staff. They enjoy activities, such as looking at books and making marks together. Children patiently wait so that they can use the stamps. They talk about the letter sounds in their names and are developing early literacy skills. Children happily show their work to adults and receive lots of praise and encouragement for their efforts. Although there are inconsistencies in the quality of education, children are making some progress in their learning.

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

- Leaders and managers have struggled to recruit and retain staff since the COVID-19 pandemic. As a result, the leader and manager have worked hard to recruit new staff into post. However, during the inspection, an adult working a trial shift and whose suitability had not been confirmed was left unsupervised with children. This exposes children to risk of harm.
- Due to weaknesses in leadership, the manager is not given time to carry out day-to-day duties. In addition, the nursery does not have a named deputy who is capable and qualified to take charge in the manager's absence. This does not ensure safe and efficient management of the nursery.
- During the inspection, leaders failed to provide evidence of Disclosure and Barring Service (DBS) records or suitability checks for a member of staff. This does not ensure the safety of children. Leadership arrangements are poor. This has a negative impact of the management of the nursery.
- The leader does not organise staff deployment to consistently meet the care and learning needs of all children. For example, the baby room is led by an

experienced and appropriately qualified practitioner. However, the remaining staff in the room are not qualified for this role. Therefore, staff deployment is not good enough to meet babies' needs.

- Some staff express that they feel supported. They receive regular supervision and coaching from the manager. Staff also access regular online training as part of their professional development. However, the manager does not receive any support to fulfil the requirements of her role. As a result, she is not receiving opportunities to improve her personal effectiveness to help maintain good-quality practice within nursery.
- The key-person system relies heavily on specific staff to implement the curriculum. This is because new staff are in post and have not yet taken on this role. As a result, staff feel stretched to meet effectively the needs of children and deliver learning and development to a good level.
- Overall, children's behaviour is acceptable. They understand the boundaries and expectations staff have of them. For example, children listen to staff as they remind them to walk carefully down the stairs and hold onto the banister rail. However, deployment of staff during lunch breaks does not meet children's needs. Consequently, some children become challenging in their behaviour and disrupt others' play. As a result, some children's play is affected, and they struggle to maintain focus.
- Children with special educational needs and/or disabilities (SEND) are well supported by the nursery. Parents speak highly of the support and partnership working that has been offered, particularly for children with SEND. For example, colour-coded placemats ensure children with a food allergy receive the appropriate meals through an 'inclusive menu'. This ensures that children's dietary needs are met from the outset.
- Since the last inspection, procedures for medication have been reviewed to ensure that information is shared effectively between staff and parents. This enables parents and staff to ensure that children's individual health needs are met.
- Babies and children express their feelings with confidence. For example, at teatime, a toddler requests to sit on a different chair than where his name card is placed. Staff understand his request and immediately respond and move his card for him. This helps to build young children's understanding that their voice matters. Children feel valued and express their wants and needs to the responsive staff.

## Safeguarding

The arrangements for safeguarding are not effective.

Although safer recruitment procedures are understood, these are not followed. Not all adults have a DBS check in place to verify their suitability before being left unsupervised with children. This exposes children to risk of harm. Staff complete risk assessments every day, and these are checked by the manager to ensure that children are not exposed to hazards on the premises. Leaders and staff have accessed appropriate training and know the types of abuse and their signs and

symptoms. They know the procedures to follow if they have concerns that a child is at risk of harm. They also understand the importance of whistle-blowing and the appropriate action to take.

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

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	Due date
ensure that adults who have not had their suitability confirmed are not left unsupervised with children	19/12/2022
ensure that the nursery has a named deputy, who is capable and qualified to take charge in the manager's absence	19/12/2022
ensure that all staff included within ratios are suitable to fulfil the requirements of their role	19/12/2022
ensure at least half of all other staff caring for children under two hold an approved level 2 qualification	19/12/2022
provide the manager with effective supervision that offers support, coaching and training, as well as robust monitoring and challenge to develop their own and the nursery's practice	19/12/2022
ensure that all required records, such as recruitment details, are easily accessible and available.	19/12/2022

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

	Due date
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ensure that new staff are supported to implement effectively a sharply focused curriculum that builds on children's prior knowledge	20/01/2023
ensure the key-person system is tailored to support children's learning and development needs while providing a manageable workload for staff.	19/12/2022

## Setting details

<b>Unique reference number</b>	2548553
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10232681
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	79
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Kinder World Day Nursery Group Limited
<b>Registered person unique reference number</b>	2519085
<b>Telephone number</b>	07403 990005
<b>Date of previous inspection</b>	21 February 2022

## Information about this early years setting

Kinder Daycare & Nursery - Whalley Range registered in 2019. The nursery employs eight members of childcare staff. Of these, four hold an appropriate early years qualification at level 3 and one 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

Jenny Burgeen

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 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 talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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.

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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