

Inspection of Wow Kids

29 Cleggs Lane, Little Hulton, MANCHESTER M38 9WU

Inspection date: 20 January 2023

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 giggle and wave to their friends as they arrive at nursery. They show that they feel safe and secure as they independently explore the environment and approach staff for cuddles. Children are very well behaved. They show respect and treat each other, and staff, with kindness. Children are curious learners. They are keen to gain new knowledge. Babies roll toy cars across the floor, gazing intently at the different movements they make. Similarly, they interact with different musical instruments, listening with awe to the various sounds. Toddlers laugh out loud as they press different buttons on computer equipment, and they show pride as they correctly operate the toys. Older children recall their prior learning. They beam with confidence as they describe the picture they painted the day before, remembering key details and talking about what they achieved.

Staff have high expectations for all children. They adapt their approach to suit every child's individual needs. This helps children to progress and meet their personal developmental goals. Children enjoy spending time with their peers. For portions of the day, different age groups mix together. Children benefit from this time, as older children take on a guiding role, and younger children learn from their peers. This is especially evident during outdoor play. Older children help their younger peers to understand the rules and follow instructions as they play group running games together. All children smile and visibly enjoy their fun outdoor time.

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

- Children with special educational needs and/or disabilities (SEND) are well supported. The manager and staff take time to get to know every single child and their individual needs. Children who need different approaches to teaching, or other adaptations to help them excel, have all of these needs met. Staff quickly identify any gaps in children's learning and work swiftly to begin to diminish these. Children with SEND make good progress and quickly begin to meet their unique learning and development goals. They are well prepared for the next stages in their learning, including the upcoming move to primary school.
- Parents value the nursery and feel their children make 'exceptional' progress thanks to the manager and staff. Parents feel supported and informed, and they consider the manager to be 'highly professional' and committed to her role. Parents appreciate that their children 'come home happy every day'. They also feel included in their children's development and equipped to further support their learning at home.
- The manager maintains close oversight over the staff team. She values their well-being and supports staff to continuously evolve through targeted staff training and development opportunities. Staff appreciate this. However, the

manager does not implement all policies and procedures effectively. She does not set clear boundaries for the use of tablets in the nursery as outlined in the nursery policy. This has no impact on children, as staff use the devices appropriately.

- Children's communication and language development is given high priority by the manager and staff. Staff skilfully expand children's vocabulary banks by reading books to them, singing songs, and introducing new words. Children respond eagerly to this and begin to develop a real love for literature, reading independently and requesting favourite stories. However, at times, staff overwhelm children with rapid questioning techniques. Children do not always have enough time to think and respond to these questions and so choose to ignore them instead.
- Staff respect children. They take great care to protect their privacy and to support them to make choices and be heard. This positive role modelling has a strong effect on children. They, in turn, show respect to others. They check on their friends, speak politely and show consideration to all. They are confident and self-assured. These skills help to prepare children for a life in modern Britain.
- Children thrive as a result of the well-known daily routines. For instance, they eagerly help out during tidy-up time, put on their own coats and line up for transitions. Staff use praise to reinforce this good behaviour, and children respond very positively to this. Even children who are very new to the setting quickly settle and form close bonds with their peers and staff.

Safeguarding

The arrangements for safeguarding are effective.

The manager and the staff keenly implement a culture of vigilance and awareness at this nursery. They know children well and work closely with families to provide support in any way possible. This means they are alert to any changes in children's home lives and can react appropriately and swiftly. All staff are confidently aware of the signs and symptoms that may indicate that a child is being abused. They know the procedures they must follow should they have any concerns for a child or concerns about a person working with children. The premises are risk assessed well and free from hazards, which helps to promote children's safety.

What does the setting need to do to improve?

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

- encourage staff to give children ample time to think and respond to questions in order to support their growing critical-thinking skills
- implement policies and procedures effectively so all staff have a clear understanding of expectations when using nursery devices such as tablets.

Setting details

Unique reference number	EY456634
Local authority	Salford
Inspection number	10275753
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 4
Total number of places	44
Number of children on roll	27
Name of registered person	Wow! Kids Limited
Registered person unique reference number	RP532192
Telephone number	01617037722
Date of previous inspection	16 October 2018

Information about this early years setting

Wow Kids registered in 2013 and is situated in Salford. The nursery employs five members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, two hold qualifications at level 3, one holds a qualification at level 2 and one is unqualified. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shauneen Wainwright

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 nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- A joint observation was completed by the manager and the inspector.
- Parents, children and staff shared their views of the setting with the inspector.

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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