

# Inspection of Kids Around The Clock @ Benchill

Brookfield Gardens, MANCHESTER M22 8ZZ

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Inspection date:

16 February 2023

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## **Overall effectiveness**

## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Outstanding

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

### **The provision requires improvement**

Children do not always receive a consistently good quality of education in this nursery. There are inconsistencies in the quality of teaching, which means that not all children make the progress they are capable of. Leaders have a strong understanding of their intentions for children's learning and development. However, this is not always evident in staff practice. Staff supporting children with special educational needs and/or disabilities (SEND) in the pre-school room are skilled at recognising and responding to children's emerging needs and interests. They sensitively apply appropriate strategies, such as singing and making use of sensory spaces to help children to become calm and focused. Staff who work with younger children have targeted plans in place for children with SEND and plan some focused activities to support children. However, they do not always skilfully incorporate these targets into children's play and routines. Therefore, some children do not always make the progress they are capable of.

Despite these weaknesses, children arrive at nursery and are warmly welcomed by kind and friendly staff. They have established close bonds with staff and are, overall, comfortable and happy to attend. Children demonstrate that they feel safe and secure. They show curiosity as they explore the play opportunities available. For example, children enjoy manipulating dough, playing in sand and making marks with writing tools and paint. Children are independent as they make decisions about where they wish to play. Generally, children behave well. For example, some children are beginning to share resources and take turns as they play. However, children do not always receive consistent and clear messages from staff about why some behaviours are inappropriate.

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

- Leaders have a clear curriculum intent in place. However, they have not ensured that all staff are skilled at implementing this effectively to support all children, including those with SEND, to make good progress. Staff observe children and plan according to their interests. However, on occasions, some activities lack purpose.
- The curriculum for communication and language is not yet good, despite this being a focus following the COVID-19 pandemic. Furthermore, the duration of some group experiences is too long. This impacts on children's ability to remain focused and engaged. Consequently, some children lose interest quickly.
- Children's emotional well-being is not met to a consistently good standard. Some children are happy and clearly enjoy attending. However, some lack the ability to engage purposefully in activities because they are upset. Staff do not always know how to help and how to meet their individual needs. While staff are caring they do not put measures in place quickly enough to support children who are

unsettled or for those who are less confident.

- Leaders have implemented systems to observe staff practice and give purposeful feedback to help them improve. However, these existing arrangements are not always effective and result in inconsistencies among the staff team. For example, while weaknesses in practice are identified, there is not always enough done to ensure practice improves swiftly and consistently good practice is sustained.
- Children do not always learn about rules and boundaries and the importance of following these. Staff sometimes ignore negative behaviour. For example, when older children become boisterous in their play and push other children over, staff do not always intervene and offer clear explanations, to help children to understand what is expected of them and help them to learn how their actions impact others.
- Children thoroughly enjoy spending time in the outdoor areas. They excitedly look for worms, dig in the sand, build towers with blocks and operate wheeled toys with confidence. Children play collaboratively with one another as they navigate the space available. They benefit from daily, outdoor physical play, regardless of the weather. This helps support children's physical development.
- Children have many opportunities to learn about the world around them. They visit places of interest within their local community and participate in activities that help them understand about the environment. For example, children go litter picking and are encouraged to recycle materials. They help to look after the nursery's pet tortoise and fish. This helps children to understand about responsibility and how to care for living things.
- Parent partnerships are a strength of the nursery. Staff use a wealth of communication strategies to ensure that parents are well informed about their child's learning and development. Regular meetings are held with nominated parent representatives to help ensure that leaders capture parental feedback effectively. Parents are complimentary about the nursery and the care and attention that their children receive.

## Safeguarding

The arrangements for safeguarding are effective.

All staff receive relevant safeguarding training to enable them to quickly identify possible signs and symptoms that may indicate abuse. Staff understand how to report concerns and know where to source contact information for relevant agencies and professionals. Staff confidently describe the action they would take if they had concerns about a child's welfare or the practice of a colleague. Staff ensure that the environment is a safe and secure place for children to play. They complete detailed risk assessments and deploy themselves effectively, so that children are supervised at all times. Leaders have recently reviewed the safe use of mobile phones while on outings, to ensure that children are appropriately supervised.

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

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

	<b>Due date</b>
ensure all staff understand how to implement an effective curriculum that supports children to make consistently good progress	03/03/2023
ensure all staff consistently meet the individual learning needs of children with SEND to enhance their learning and help them to make good progress	03/03/2023
ensure effective procedures are implemented to meet all children's individual needs and support their emotional well-being in a timely manner	03/03/2023
ensure existing arrangements for staff supervisions robustly monitor staff teaching and provide coaching to develop staff's effectiveness.	03/03/2023

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

- develop behaviour management techniques, so that they are applied consistently by all staff, in order to support children's understanding of positive behaviour and the consequences of their actions on others.

## Setting details

<b>Unique reference number</b>	EY499945
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10278142
<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 11
<b>Total number of places</b>	130
<b>Number of children on roll</b>	275
<b>Name of registered person</b>	Kids Around The Clock Limited
<b>Registered person unique reference number</b>	RP901026
<b>Telephone number</b>	0161 998 0579
<b>Date of previous inspection</b>	13 December 2017

## Information about this early years setting

Kids Around The Clock @ Benchill registered in 2016. The nursery is open from 7am to 7pm, Monday to Friday, all year round. The nursery employs 29 members of childcare staff. Of these, two hold a recognised qualification at level 6, one holds a recognised qualification at level 5, and 14 members of staff hold recognised qualifications at level 3. A further two members of staff hold qualifications at level 2 and the remaining staff are undertaking formal qualifications. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Karen Cox  
Suzanne Fenwick

## 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 provider and has taken that into account in their evaluation of the setting.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The quality director and the inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors carried out a joint observation with the nursery managers.
- The inspectors held discussions with senior leaders, staff, children and parents at appropriate times during the inspection.
- The inspectors looked at a sample of documentation including the suitability of staff, childcare qualification certificates and evidence of first-aid qualifications.

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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