

# Inspection of Kinder Daycare & Nursery - Whalley Range

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

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Inspection date: 4 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Inadequate

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

### The provision is good

Children enjoy their time at the nursery. Babies explore their cosy environment with great interest. They confidently pull themselves up on equipment as they develop the strength and coordination to walk. Toddlers happily play with blocks and splash in water. Older children ride balance bicycles around the garden with speed and precision. Children soon to be moving to school engage in activities, such as learning to write their name and finding out how to make a scale balance. Children become imaginative and expressive through exploring the music and art rooms with staff. Children develop well both physically and emotionally. They are happy and safe.

The key-person system works well. Staff encourage caring and respectful relationships with children. For instance, they kindly invite children to have their nappy changed and interact cheerfully with them while they carry out care routines. As a result, children feel recognised and valued as an individual. The leaders and staff celebrate children's cultural differences. Family photos are displayed for children to look at. This provokes thoughtful discussions about how children are similar or different to others. Religious and cultural events such as Easter, Halloween and Eid are celebrated. Children find out about and show an interest in the lives of others. Children's behaviour is good. Staff help them to learn how to manage their behaviour. Children know the rules of the nursery and follow these carefully. For example, as they walk through the nursery to play in the garden, they tell the inspector that they 'use indoor voices only' so that they do not wake up the sleeping babies.

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

- Leaders and managers have made vast improvements to the quality of the provision since the last inspection. They have developed close working relationships with the local authority and external professionals to help them make continuous improvements to the service they offer. The manager's self-evaluation is insightful.
- The manager has focused the curriculum to ensure children build essential skills and knowledge. Staff choose books to share with children to help them develop communication and language. Babies learn simple words that interest them, such as animal names, as they look at the pictures. Older children talk about what they think might happen next in the story. Over time, children learn to become confident communicators.
- Staff understand the importance of providing children with the opportunity to investigate volume, weight, shape and number. For example, toddlers try to count pom-poms into cups with the corresponding numeral. Pre-school children learn about quantity as they make play dough. Staff use number names freely in

play with babies as they count out scoops of sand. Children develop early mathematical concepts to support them in their future education.

- The leader has ensured that all staff, including the manager, have access to relevant training and supervision meetings. This means that staff understand the policies and procedures of the nursery and feel well supported to carry out their roles. However, the coaching and guidance provided does not enable staff to fully understand how to improve their own individual teaching performance.
- Children's behaviour is very good. Staff are excellent role models for children. For example, they explain to children why they must wait for their turn or why it is dangerous to rock on a chair. Children learn that some actions can hurt themselves or others, and they develop the ability to cooperate with one another.
- Staff identify any gaps in development swiftly. Leaders signpost parents to other agencies to ensure that children receive support as required. They put in place individual learning plans so that children make progress in their learning. Despite this good early support, not all staff have the skills or knowledge required to be able to fully support children with special educational needs and/or disabilities (SEND).
- The transition process to school is effectively managed. Leaders invite local school teachers to visit the nursery and find out about the children's individual needs. Staff share the children's progress and areas for development. Consequently, children are well supported in their move to school.
- Families tell the inspector that the nursery staff are friendly and supportive. Parents say that they know their children are happy in the nursery because they talk about what they have done with excitement. Parents are provided with daily updates about their children's care. Two-year-old progress checks and other assessments are shared with parents so that they know how well their children are developing.

## Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding leaders show an appropriate knowledge of their roles in protecting children from harm. Leaders ensure staff understand the needs of the children and families who attend the setting and the communities they come from. Staff demonstrate a suitable understanding of the signs and symptoms of abuse and neglect. Staff know what to do should they be concerned about a child's welfare or the behaviour of another staff member. Leaders have ensured that appropriate risk assessments are completed to identify and minimise any hazards to children and staff.

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

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

- develop staff supervision to raise the quality of teaching further
- provide further training, support or coaching to ensure all staff know how best to support children with SEND.

## Setting details

<b>Unique reference number</b>	2548553
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10269792
<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 4
<b>Total number of places</b>	79
<b>Number of children on roll</b>	51
<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>	16 November 2022

## Information about this early years setting

Kinder Daycare & Nursery - Whalley Range registered in 2019. The nursery employs 10 members of childcare staff. Of these, four hold an appropriate early years qualification at level 3 and two 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**  
Lois Hulley

## 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.
- 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.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The manager and the inspector carried out a joint observation of physical development.
- 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.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.

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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