

Inspection of Precious Kids Day Nursery

322 Moston Lane, MANCHESTER M40 9WB

Inspection date:

28 June 2023

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

Good

What is it like to attend this early years setting?

The provision requires improvement

Staff are not always aware of children's next steps in learning. Consequently, they do not always support children's learning consistently during their play, particularly when children's play changes focus. On occasion, staff do not extend children's communication and language development by introducing new vocabulary. Staff do not consistently encourage children to express their ideas. This does not help children develop their critical thinking and problem-solving skills. Staff do not always support children who are non-verbal sufficiently. This means that some children are not always encouraged to develop their speech and language. However, leaders have a development plan that will address some of these weaknesses, although this has not yet been embedded.

Children demonstrate that they feel safe here. They enjoy positive relationships with staff. Children approach the staff when they need reassurance. Children are well behaved. This is because staff are positive role models. Children learn to take turns and share with their friends. They understand the nursery rules. For example, they line up to go in and out of the garden and they know to walk carefully on the stairs. Children learn to be independent as they attempt to put on painting aprons and help to tidy up.

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

- Leaders have a curriculum intent in place. However, this is not always tailored to meet the individual needs of all children to a consistently good level. Consequently, staff are not always clear about the curriculum intent and how to implement this effectively. Therefore, staff do not always support children with their next steps in learning to ensure they make good progress.
- Staff do not have a good understanding of how young children acquire good communication and language skills. On occasion, staff mispronounce words when interacting with children. The curriculum is not adapted sufficiently for children with speech and language difficulties. This means that children are not always making good progress with their communication.
- Staff do not always support children effectively with their personal needs, including dressing and going to the toilet. They do not consistently support children to develop self-awareness of their bodies. However, staff encourage children to try new foods to promote healthy eating habits. Children understand the need for good hygiene practices and wash their hands before meals and snacks.
- Children become skilled at using a range of tools and resources. They use knives, graters and peelers to prepare vegetables. Children use various writing materials to make marks and are beginning to identify what the marks mean. Children use various tools to roll and mould dough. This helps them to develop

the coordination and muscles they need for future writing.

- Children learn to use a range of resources and wheeled toys that promote their gross motor skills. For example, older children carefully navigate around their friends as they move around on bikes. Children develop the muscles that they need to carry watering cans and pour water onto the plants.
- Children count to five and beyond. They are beginning to use mathematical language to describe what they can see. When comparing how many pieces of banana they each have, children say, 'I have more than you.' They recognise a range of shapes, such as triangle, square and circle. Children develop an awareness of early mathematical concepts, which helps to build a foundation for future learning.
- Leaders and staff have developed positive partnerships with parents. They have created a lending library so parents can share books with their children at home. Staff share information with parents about their children's day. Parents are complimentary about the setting.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good understanding of the safeguarding policy and practices. They are alert to the possible signs and symptoms of abuse, such as neglect and female genital mutilation. Leaders are aware of the correct procedures to follow if they need to make referrals to other professionals. They know that their presence at multi-agency meetings is crucial to support children and families. Staff know the reporting procedures should they have concerns about a colleague. This helps to keep children safe. Suitability checks and vetting procedures are secure. This means children are cared for by adults who are suitable to work with children.

What does the setting need to do to improve?

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

| | Due date |
|--|------------|
| implement an ambitious curriculum that considers the individual needs, interests and development of all children, and plan enjoyable experiences for children in all areas of learning and development | 02/08/2023 |
| ensure the curriculum for communication and language supports all children to make good progress with their speech development. | 02/08/2023 |

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

- support children further with their personal care, including going to the toilet and dressing themselves.

Setting details

| | |
|--|---|
| Unique reference number | EY494976 |
| Local authority | Manchester |
| Inspection number | 10296100 |
| 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 4 |
| Total number of places | 52 |
| Number of children on roll | 80 |
| Name of registered person | Precious Kids Childcare Ltd |
| Registered person unique reference number | RP905098 |
| Telephone number | 01616372660 |
| Date of previous inspection | 22 May 2019 |

Information about this early years setting

Precious Kids Day Nursery registered in 2016. It is run by a limited company and is situated in the Moston area of Manchester. The nursery employs 11 members of childcare staff. Of these, three hold an appropriate early years qualification at level 2, three hold a qualification at level 3, and two are qualified at level 6, of whom one holds early years teacher status and two hold early years professional status. The nursery opens each weekday from 7am to 6pm, all year round, except for public holidays and during the Christmas period. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Chris Scully

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 setting.
- 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 children to learn.
- The inspector spoke to the children to find out about their time at the setting.
- 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 carried out with the manager.
- Parents were spoken to during the inspection and the inspector took account of their views.

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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