

Inspection of Kidzrus Private Day Nursery Swinton

98 Manchester Road, Swinton, MANCHESTER M27 5FQ

Inspection date: 30 August 2023

Overall effectiveness	Outstanding
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The quality of education	Outstanding
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Behaviour and attitudes	Outstanding
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Personal development	Outstanding
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Leadership and management	Outstanding
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is outstanding

Children flourish in an inspirational environment that connects them with the natural world. Children relish the opportunities to take part in daily visits to the forest and develop excellent personal, social and emotional skills. Children build strong emotional attachments to staff and behave exceptionally well. They learn to manage their feelings and emotions and treat one another with kindness.

Staff have a superb knowledge of children's individual interests and developmental needs. They thoughtfully support new babies to settle in. For instance, staff create individual 'family' books that are filled with photos of special people to share with babies to reassure them. One-year-old children learn to care for living creatures, such as the nursery pet rabbits. They stand and peep through a hole in the fence and are fascinated as they observe the nursery chickens laying eggs in their coop. Two-year-old children are mesmerised when they meet the local mayoress. They keenly examine her ornate jewellery and elegant gown, and they learn about the different job roles people in the community have. Staff give three-year-old children excellent opportunities to deepen and broaden their learning. For instance, children are excited to gather eggs that the nursery chickens lay. They very carefully place them on a tray and learn how to cook them, such as making scrambled eggs or omelettes. The manager and staff place children at the heart of everything they do. They provide exciting activities that enrich their learning experiences.

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

- The truly dedicated manager creates a highly ambitious curriculum that is implemented extremely well by staff and embedded securely. Staff plan an inspiring curriculum that is tailor made for each child. This highly personalised approach ensures that all children make rapid progress in all areas of learning.
- Staff across the nursery support children's language development extremely well. For example, children can be heard singing at various times all around the nursery. Their animated chatter fills the air as they play. Children enjoy quiet moments as they sit snuggled up with their key person and are engrossed in a favourite story. At other times, children spontaneously recite favourite phrases from books animatedly. For instance, as they walk to forest school sessions, they exclaim that their feet 'squelch' and 'squerch' through the 'thick oozy mud'. Children are highly confident communicators who use language incredibly well.
- Children develop excellent physical skills. For instance, they work as a team to make obstacle courses at different levels. They skilfully balance when they negotiate the ramp that they have created. Children pull themselves up on rope swings or swing on a tyre, building up their body strength and mental stamina. They squeal with delight as they thoroughly enjoy sliding down a muddy slope that they fondly call 'dinosaur mountain'. Children develop great confidence in

their abilities.

- Staff wholly embrace children's enthusiasm for learning. For instance, two-year-old children enjoy showing their peers how to complete routines during yoga sessions. Staff recognise children's talents and give them opportunities to lead these mindfulness sessions themselves. This results in younger children gaining extremely high levels of confidence in their own abilities.
- Parents are extensively involved in their children's learning and access the many extra-curricular activities available to them. For example, they attend 'Dad's Day' and 'Forest Walks' where they participate with their children in mental-health sessions. Parents say that staff really get to know their child, commenting that their child can now manage their emotions more effectively. For some children, this is because staff identify that they benefit from learning outdoors and provide excellent opportunities for them.
- Staff provide very tailored support for children with special educational needs and/or disabilities (SEND). They work closely with the local authority SEND coordinator to support parents, alongside other agencies. Recent training has enabled a member of staff to take on the specific role of SEND coordinator in the nursery. Children benefit from precise teaching plans and individualised support. This helps to ensure that all children can access the curriculum.
- The manager and staff are extremely passionate about giving children an extensive range of experiences to learn about the community. For instance, children go on bus rides to local shops, visit local art galleries and a Victorian street museum. Children take part in acts of kindness, such as giving food to homelessness charities. They make special hampers for the elderly to enjoy at Christmas. These rich sets of experiences help to widen children's understanding of the cultures and communities beyond their own. Children gain an immense sense of belonging in the community.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure knowledge of how to safeguard children. Staff have an in-depth knowledge of local safeguarding issues and develop close, professional relationships with families. They are alert to any changes that might indicate that a child is at risk of harm and know how to report their concerns. Staff know what to do should there be an allegation made against them.

Staff supervise children well and teach them ways to keep themselves safe. They assess children's capabilities to ensure that they are emotionally and developmentally ready to take part in any high-risk activities. For example, children learn how to keep safe as they climb trees, use tools and stay safe around the fire pit.

Setting details

Unique reference number	EY492516
Local authority	Salford
Inspection number	10304948
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 5
Total number of places	78
Number of children on roll	136
Name of registered person	Kidzrus Nursery Ltd
Registered person unique reference number	RP534738
Telephone number	01617940128
Date of previous inspection	6 February 2018

Information about this early years setting

Kidzrus Private Day Nursery Swinton was registered in 2010 and registered again in 2015. The nursery employs 18 members of childcare staff. Of whom, the majority hold early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Daphne Carr

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 manager and has taken that into account in their evaluation of the nursery.
- The children spoke to the inspector during the inspection.
- 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 inspector carried out a joint observation of an activity with the manager.
- The inspector spoke with the provider and the manager about the leadership and management of the setting.
- Several parents shared their views of the setting with the inspector.
- Staff talked to the inspector at appropriate times during the inspection. 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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