

Inspection of Kids Around The Clock @ Benchill

Brookfield Gardens, MANCHESTER M22 8ZZ

Inspection date: 17 October 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Leaders have devised an ambitious curriculum. Overall, this helps to ensure that children receive a good quality of education. Children make good progress from their skills and capabilities on entry. They develop many key skills in readiness for future learning. The curriculum for physical development is implemented particularly well by staff. Staff provide 'tummy time' for babies to develop their core strength. Babies are supported to pull themselves up to a standing position, showing delight when they succeed. Older children develop their large-muscle skills through a range of activities, such as running, climbing through tunnels and dancing energetically to music. Staff prioritise children's physical health. For example, children brush their teeth twice each day and benefit from a nutritious diet. As a result, children's physical development and health are strong.

Staff take time to get to know children's personalities and characteristics. For example, when babies make gestures, such as rubbing their eyes or opening and closing their hands, staff immediately know they are tired or are becoming anxious. Babies are secure and know their needs will be met. Consequently, they are settled and extremely content.

Children's behaviour is excellent because staff use effective strategies to help them to manage their feelings and behaviours. Staff model good practice and routines. They teach children the 'golden rules', which they understand and follow. For example, as older children arrive, they dress themselves in a coloured tabard that represents the key group they belong to. Children are happy and self-assured.

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

- The nursery is led by committed leaders, who want the best for children. Leaders care immensely about staff, which helps them to feel valued. They prioritise staff well-being, and morale is high. Self-evaluation is accurate. Leaders and staff have worked together to successfully address the actions raised at the previous inspection. Together, they aspire to provide outstanding provision.
- The quality of the environment supports children's independence and social skills. Resources are easily accessible. Babies explore and lead their own self-chosen play. Staff support children to serve themselves fish risotto and pour their own drinks. Toddlers are eager to have a go at scooping the risotto. Older children help with setting the table, which has tealights set out to create a pleasant ambience. Staff interact positively with children during a social mealtime experience. Relationships are warm and friendly.
- Leaders provide some meaningful support for staff to help them to meet children's individual needs. For example, staff have recently completed training

in sign language and sensory development. This helps staff to communicate with children who wear hearing aids and those who respond well to sensory stimulation. However, leaders do not precisely monitor how the curriculum is implemented to ensure that staff teach children some of the sequential skills needed. At times, the activity gets in the way of the intended learning. This does not consistently help children to build on what they know and can do.

- Parents are very complimentary about the care and education their children receive. Leaders work hard to ensure that parents are fully involved. A wealth of communication methods are used to share information with parents. Parent representatives are also elected to gather parents' feedback. Leaders listen and act on any feedback. Partnership with parents is highly effective and provides consistency in supporting children's learning.
- Staff instil a love of books by bringing them to life. Young children excitedly recall repeated phrases and actions. They delight in finishing the sentences of a favourite book and exclaim, 'Oh dear'. Two-year-old children act out their own bear hunt. They stomp through the grass and mud outdoors in search of a hidden bear. Children enjoy listening to books, which helps to prepare them for reading at school.
- Overall, effective planning and assessment are helping to identify and close any gaps in children's learning. The qualified and experienced special educational needs coordinator makes swift referrals to external professionals. Children with special educational needs and/or disabilities receive the timely and targeted support to help them make the progress of which they are capable.
- Children thoroughly enjoy activities that staff plan based on their interests, a theme or a current celebration. For example, children enthusiastically use autumn leaves and toy cars to make prints in paint. Staff provide soft dough, and children keenly explore the texture. Children grow vegetables and herbs and delight in this sensory experience. However, some activities are planned without taking account of what children need to learn next. This does not consistently support their individual learning needs.

Safeguarding

The arrangements for safeguarding are effective.

All staff, including the designated safeguarding leads, have accessed child protection training. This means that they are aware of their responsibilities to keep children safe. Staff know the appropriate steps to take if they are concerned about the conduct or behaviour of a colleague. Children's safety and well-being are promoted well. For example, safe sleeping practices are adopted. Leaders adopt robust safe recruitment procedures. This helps to ensure that staff are suitable to work with children. The nursery premises are secure. Risk assessments are used well and help to maintain a safe environment for children to play and explore in. Leaders ensure that staff are deployed well. This means children are supervised and protected.

What does the setting need to do to improve?

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

- help staff to build further on what children know and can do and focus more precisely on teaching children the sequential skills they need to learn next
- monitor how the curriculum is implemented to take account of the intended learning.

Setting details

Unique reference number	EY499945
Local authority	Manchester
Inspection number	10311284
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 11
Total number of places	130
Number of children on roll	247
Name of registered person	Kids Around The Clock Limited
Registered person unique reference number	RP901026
Telephone number	0161 998 0579
Date of previous inspection	16 February 2023

Information about this early years setting

Kids Around The Clock @ Benchill registered in 2016 and is situated in Benchill, Manchester. The nursery is open from 7am to 7pm, Monday to Friday, all year round. The nursery employs 23 members of childcare staff. Of these, one holds a recognised qualification at level 6, one holds level 5, 12 hold level 3 and two hold a level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Layla Davies
Tricia Graham

Inspection activities

- The inspectors discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- Leaders took the inspectors on a learning walk and talked to the inspectors about their curriculum and what they want the children to learn.
- The inspectors observed the quality of education and assessed the impact that this was having on the children's learning.
- Parents shared their views with the inspectors.
- The inspectors reviewed evidence of staff suitability checks and qualifications.
- The inspectors held discussions with leaders and staff and spoke with children at appropriate times.
- The inspectors carried out joint observations with both managers.

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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