

Inspection of L A Kiddicare

42-44 Kings Road, Prestwich, Manchester M25 0LE

Inspection date: 9 November 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children arrive happily and are greeted by warm and enthusiastic staff. They settle quickly and find something they enjoy to play with from the wide range of activities on offer. Staff are responsive to children's emotional needs and provide comfort if they are upset. Babies receive lots of cuddles and enjoy hearing songs and stories. In return, they smile and wave as they interact, showing that they feel safe. This sense of security helps them to learn. Children enjoy exploring the outdoor areas. Staff encourage them to explore their senses as they re-create the story of 'We're Going on a Bear Hunt'. Children wriggle through sticks and blow 'snowballs' into the air. Staff motivate them to repeat key words from the familiar book, which supports children's language and literacy development. Additionally, staff provide older children with brushes to paint on the wall. They handle tongs to 'pinch' items from bowls. Children's early writing skills are well supported.

Leaders are ambitious for children's education and care. They have created a well-sequenced curriculum to help prepare children for their future learning. Leaders work with local schools to seek information about what skills and knowledge children need the most, in order for their transition to be smooth and effective. Staff encourage children to be independent. They support older children to set the table for lunch and to have a go at serving their own food.

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

- Staff know how to plan ahead and deliver activities which help children achieve key goals in their development. However, they do not consistently deliver the high-quality interactions needed in child-initiated play, to help children become effective, independent learners. For example, when children have their own ideas for a game, staff sometimes ask a large number of adult-led question or divert them to a planned activity. This interrupts children's imagination and creative-thinking skills.
- Children mostly behave well. They are kind and polite to their friends and staff. Occasionally however, children become distracted and a little disruptive. Although some staff use effective strategies to calm children and regain their attention, these are not consistently implemented. This leads to children not understanding what is expected and losing focus from their learning.
- Children learn about their local and wider communities. Staff regularly invite visitors into nursery to help children respect differences, such as disabilities. Additionally, staff help children acknowledge a range of multi-cultural festivals, in addition to their Jewish holidays. Staff take children to visit local shops and parks. This helps to extend their knowledge of the world.
- Staff help children learn how to be safe and healthy. All children wash their hands before mealtimes and after toileting routines. Children enjoy a wide range

of fresh, healthy food. Older children talk about their favourite vegetables. When outside, children are encouraged to balance on beams and take care in order not to fall off. This teaches children to be aware of their own risks, safety and well-being. Children's physical development is well supported.

- Leaders are good role models for the staff. They support their on-going development through supervision and guidance. Leaders model using effective language with children and how to manage any difficult behaviours. Staff are learning many effective teaching skills. Leaders also support staff emotionally and address any individual support needs. This helps all staff to provide children with a good quality education.
- Parents are extremely happy with the service and care their children receive. They enjoy the photos they receive and know that they can speak with the manager or child's key person if they have any queries. Parents are well informed about what children are learning and how they can embed this into their own routines. This helps children continue learning at home.
- Staff frequently expose children to mathematical problems and contexts. For example, as children fill and pour from containers, they discuss the concept of being 'full' and 'empty'. Additionally, staff regularly encourage children to count during play and think about having 'more' or 'less' items. Children's mathematical skills are developing well.

Safeguarding

The arrangements for safeguarding are effective.

All staff know how to recognise signs that may indicate abuse or neglect. They know how to report concerns to their designated safeguarding lead, as well as to the local authority. Staff recognise the immediate risks in the local community. They know how to follow child protection procedures in the event of a security breach. Most staff have completed paediatric first-aid training and can respond to incidents. They also know how to respond when have occurred outside of the nursery. The provider has robust recruitment procedures in place to ensure all staff are suitable to work with children. She ensures staff are effectively deployed and that adult-to-child ratios are met. This helps to keep children safe and well.

What does the setting need to do to improve?

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

- help staff recognise and respond to children's emerging needs and interests during play, to help extend their learning even further and enable them to access a broader curriculum
- help all staff to consistently implement strategies that help all children learn how to follow instructions and understand boundaries, so that there are fewer disruptions to their learning.

Setting details

Unique reference number	EY539402
Local authority	Bury
Inspection number	10308608
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	68
Number of children on roll	49
Name of registered person	L A Kiddicare Ltd
Registered person unique reference number	RP539401
Telephone number	07810357113
Date of previous inspection	6 March 2018

Information about this early years setting

LA Kiddicare registered in 2016. The setting opens from 8am to 5pm Monday to Friday, all year round, with the exception of bank holidays and Jewish holidays. It currently employs 20 members of staff who work directly with the children. Of these, 13 hold appropriate early years qualifications at level 3, two have a level 2 and one holds qualified teacher status. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachel Waterhouse

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 this into account in the evaluation of the setting.
- The provider, deputy manager and the inspector completed a learning walk to discuss how the curriculum is planned and implemented with staff, and the impact this has on children's learning and development.
- A number of parents spoke to the inspector during the inspection and written comments were viewed. These were taken into account by the inspector.
- The provider and the inspector carried out a joint observation of an outdoor activity.
- The inspector observed the quality of education being provided, both outdoors and inside. She evaluated the impact this had on children's learning.
- Staff and children were spoken to during suitable times of the inspection.
- The inspector met with the provider throughout the inspection to carry out discussions and to view relevant documentation.

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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