

Inspection of Kids Allowed MFT

Southmoor Road, Wythenshawe, Manchester M23 9NR

Inspection date: 12 December 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

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

The quality of education is variable. Since the previous inspection, there have been a number of changes of manager and a decline in the quality of education and care that children receive. Leaders have not identified all the important information that they want children to learn. As a result, there are some weaknesses in the curriculum. Furthermore, leaders have not effectively evaluated the strengths and weaknesses in relation to staff practice. As a result, children do not make consistent progress with the key knowledge, skills and behaviours that support their good development.

Staff warmly welcome children and their families into the nursery. Once settled, most children enjoy their time playing and exploring with other children and being guided by the supportive staff. For example, toddlers are greatly amused by pouring coloured water into different containers as they play outside. Staff show care and concern for children's personal needs. For example, they check children's nappies regularly and change wet clothing to ensure children's care needs are met. Children demonstrate that they feel safe and secure. However, leaders' organisation of the provision does not ensure that staff can provide all children with the emotional support that they need to thrive. This affects some children's well-being, behaviour and progress.

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

- Leaders have devised a curriculum based on staff's assessments of what children can do. For example, they know that they want children to develop personal, social and emotional skills. However, planning for learning lacks the breadth required to ensure that children develop securely across the seven areas of learning. Additionally, leaders have not given enough thought to the order in which children will learn the curriculum. Therefore, children do not always build on what they know and can do.
- The newly appointed manager has made improvements to the provision. For example, she has allocated each child a named key person. However, staffing arrangements do not enable children to spend enough time with their key person. This means that children do not have the opportunity to build a settled relationship that promotes their good personal, social and emotional development.
- Staff reinforce the positive behaviours that they want children to develop. For example, staff remind children to say thank you when they have been served their meal and to walk when they are indoors. Therefore, most children learn what is expected of them. However, staff do not consistently support children to manage their feelings and behaviour. At these times, children's poor behaviour impacts on their own learning and that of others.

- The quality of interactions between staff and children is variable. There are strengths. For example, staff support the development of early language well in the baby room. However, there are weaknesses in how some staff model language and teach vocabulary. This means that older children are not progressing as well in the development of their communication skills.
- Staff promote children's health and well-being appropriately. Staff provide a familiar routine to help children rest and sleep. They encourage children to try nutritious and balanced foods at mealtimes. This helps children learn to enjoy eating healthy foods such as fruit and vegetables. Staff also support children to play outside frequently during the day. Children develop physical skills, such as pedalling and balancing, as they ride tricycles and negotiate assault courses.
- There are appropriate arrangements in place to support children with special educational needs and/or disabilities (SEND). Leaders ensure that all children can access their entitlement to early education. Staff work with parents and external agencies to ensure that children's additional needs are understood, and relevant advice is sought. The sharing of information and expertise helps children with SEND to make progress.
- Leaders provide staff with appropriate induction, supervision and access to mandatory training. Staff say that recent changes have improved their working conditions. However, managers do not yet monitor staff performance accurately to help them identify weaknesses and bring about improvements. Staff do not receive enough support to help them fully understand how to implement a curriculum that consistently promotes all of what children need to learn.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff attend relevant safeguarding training. This includes the new manager attending safeguarding leader training to enhance her knowledge of how to provide support and guidance to staff. Staff are able to spot the signs that may indicate a child may be experiencing neglect or abuse. They demonstrate adequate understanding of the roles of different safeguarding organisations. Leaders ensure that staff understand the nursery's safeguarding policy. Staff are clear about their responsibility to follow procedures to record and report their concerns immediately to leaders.

What does the setting need to do to improve?

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

	Due date

ensure that an effective key-person system is in place to help each child have a settled relationship with a familiar adult	12/01/2024
ensure children receive an ambitious and well-sequenced curriculum that gives them a challenging and enjoyable experience across all areas of learning.	12/01/2024

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

- accurately evaluate the quality of education being provided to bring about continuous improvements
- provide staff with continuous professional development that helps them to understand and deliver a curriculum which promotes all areas of learning.

Setting details

Unique reference number	2593030
Local authority	Manchester
Inspection number	10323881
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	116
Number of children on roll	124
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	0161 696 3964
Date of previous inspection	7 November 2022

Information about this early years setting

Kids Allowed MFT registered in 2020. The nursery is situated in Wythenshawe, Manchester. It employs 31 members of childcare staff. Of these, four hold appropriate early years qualifications at level 6, one holds level 4, 12 hold level 3 and two hold level 2. The nursery opens Monday to Friday, all year round. Sessions are from 7am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Lois Hulley
Andrea Vaughan

Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- The manager, area manager and inspectors completed a learning walk of all areas of the nursery and discussed the early years curriculum.
- The inspectors spoke to children, to find out about their time at the setting.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- An inspector carried out a joint observation of a communication and language activity with the area manager.
- An inspector carried out a joint observation of an activity to promote social development with the manager.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The manager showed an inspector documentation to demonstrate the suitability of staff.

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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