

Inspection of Superkids Levenshulme

1 Broom Avenue, Levenshulme, Manchester M19 2UH

Inspection date: 22 February 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 good

Leaders and staff create a warm, welcoming and safe environment. Children enter happily and are quickly absorbed in play and learning experiences. Staff know that children learn best when they feel safe and secure. They take the time to get to know the children and their interests. Babies and toddlers seek out key staff for comfort when new people are in their room. Staff talk to them in calm, soothing voices, which helps them to settle quickly. Children enjoy the opportunities to spend time with their friends. They enjoy working collaboratively with one another. For example, children offer each other guidance and support as they make pretend birthday cakes.

Staff are positive role models and have realistic expectations for children's behaviour. Children behave well. Staff help children learn to take turns and share resources. They offer children gentle reminders about conduct, alongside a wealth of praise. Children are kind to one another.

Staff support children to understand their own feelings. This builds children's confidence and helps them to take pride in their achievements. Staff encourage children to be independent from a young age. Toddlers collect their plate and cutlery for lunch and safely carry them to the table. Staff help children to develop their self-care skills. For example, children see to their own toileting needs. Children learn to put on their coats and help tidy away the resources. This helps children to grow in independence.

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

- Leaders have created a balanced curriculum and have clear intentions of what they want children to learn. However, the curriculum intent is not consistently implemented. For example, staff are not always clear on what children need to learn and why. This means that children's learning is sometimes limited.
- Staff build positive relationships with local schools to help support children's transition into Reception class. However, staff do not always make links with other settings that children attend. This does not help to promote consistency in their learning.
- Leaders and staff build positive relationships with parents. They work in partnership with them to help ensure children's needs are met. Staff provide some ideas for parents to carry out at home. As a result, parents are able to support their children's learning at home.
- Support for children with special educational needs and/or disabilities (SEND) is effective. Staff work collaboratively with parents, other agencies and professionals to ensure that children get the help and assistance they need. This means that children with SEND make steady and sustained progress.

- Staff encourage children to develop good listening skills. They regularly introduce new words, such as 'stomp' and 'hydration station', to help extend children's vocabulary. As a result, children develop the confidence to use these words and phrases in their play.
- Staff use various voting systems to help children make choices. For example, they encourage children to vote on what activity they would like to do next. As a result, children value and respect each other's opinions.
- Babies are provided with an extensive range of sensory activities that encourage them to explore and become inquisitive learners. They thoroughly enjoy playing with breakfast cereal in the heavy duty plastic tray. They giggle in delight as they crumble this in their hands and attempt to put it into the cups and bowls. These delightful activities give babies the confidence to explore the world around them.
- Staff weave songs and stories into the activities. For example, staff sing to the babies to help them settle to sleep. Children enjoy listening to a favourite story and eagerly answer questions about what will happen next. This helps children to engage in conversations and extend their vocabulary.
- Children are provided with opportunities to help them to develop an awareness of mathematics. They are increasingly confident to count and use language, such as 'more' or 'less than', to describe what they are seeing. Children are beginning to recognise shapes and number in the environment. Overall, children's early mathematical skills are progressing well.
- Staff help children to learn about the importance of good health and hygiene. Children understand the importance of washing their hands before meals or after going to the toilet. Staff help children learn how to brush their teeth and maintain good oral health. Children benefit from lots of opportunities to stay fit and well.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- build links with the other settings that children attend to help promote continuity in their learning
- help staff to implement the curriculum consistently to support children's learning.

Setting details

Unique reference number	EY474767
Local authority	Manchester
Inspection number	10311806
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	89
Number of children on roll	85
Name of registered person	Superkids Limited
Registered person unique reference number	RP527337
Telephone number	01613 127474
Date of previous inspection	11 April 2018

Information about this early years setting

Superkids Levenshulme registered in 2013 and is situated in Levenshulme, Manchester. There are 17 staff working directly with the children. Of these, two members of staff hold level 2 qualifications, seven hold level 3 and three hold level 6. The nursery operates from a designated part of the children's centre premises. It is open Monday to Friday, all year round, with the exception of bank holidays. Sessions are from 7.30am to 6pm. The nursery receives funded 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 provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector spoke to the children, to find out about their time at the setting.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector spoke to parents during the inspection and 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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