

Kidzrus Private Day Nursery

98 Manchester Road, Swinton, MANCHESTER, M27 5FQ

Inspection date	05/07/2013
Previous inspection date	04/08/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff are highly skilled and have a good understanding of the Early Years Foundation Stage. They use this knowledge to inspire and engage children in their learning and development.
- Comprehensive observation, planning and tracking procedures are in place, which effectively identify children's next steps in their learning. This means that activities are planned in accordance with children's learning needs, so that they make good progress towards the early learning goals.
- Children explore resources and their environment with enthusiasm and confidence. This demonstrates that children are active learners.
- Good relationships with other professionals and meaningful partnerships with parents are given a high priority, in order to support children's individual needs.

It is not yet outstanding because

- Writing opportunities in the outdoor area are not yet fully developed, to further enhance children's literacy skills.
- There is scope to create more opportunities which support children as they gain independence, particularly at mealtimes.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and children at play throughout the inspection.
- The inspector spoke with children, parents, staff and the manager throughout the inspection.
- The inspector looked at documentation to ascertain children's progress in achieving the early learning goals.
- The inspector looked at the nursery's self-evaluation processes.

Inspector

Elisia Lee

Full Report

Information about the setting

Kidzrus Private Day Nursery was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a double fronted detached house in the Swinton area of Manchester. It is privately managed. The nursery serves the local area and is accessible to all children. It operates from the ground and first floor and there is an enclosed area available for outdoor play.

The nursery employs 15 members of childcare staff. Of these, one holds an early years qualification at level 5, 10 hold level 3, three hold level 2, and one member of staff is unqualified.

The nursery opens Monday to Friday all year round from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 72 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

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

- consider enhancing opportunities for children to explore and experiment with writing, for example, by consistently providing writing resources in the outdoor play area

- create further opportunities for toddlers to grow in confidence and move towards becoming independent, for example, at mealtimes.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good understanding of the Early Years Foundation Stage and use this knowledge to plan imaginative learning experiences which engage children in learning. Children are active learners and there is a strong emphasis on following a child's interests. For example, babies are observed by staff in the morning as they enjoy exploring, using instruments to make different sounds. Staff extend this activity in the afternoon by planning an activity where babies make their own musical instruments. This shows that teaching is rooted in a good knowledge and enhances children in their learning and development and eventual readiness for school. Activities are purposeful and

developmentally appropriate. For example, pre-school children use dominoes as they explore counting, number order and simple addition. Regular observations are undertaken on children as they play. This allows staff to build up a clear picture of children's interests and developmental stage. Staff identify children's next steps in learning well, which links into planning to ensure that planned activities are purposeful. A recent focus on 'holidays' has offered activities, such as playing a beach game on the computer, using a variety of materials to create a fish collage and discussing health and safety when visiting the beach. Assessment is good. Staff regularly assess children and track their progress across all areas of learning. This results in learning experiences being in place which match individual needs and provide developmentally challenging experiences. Consequently, children make good progress.

Educational programmes cover the seven areas of learning and support children as they move towards the early learning goals. Focused activities support children in their learning and development. For example, the nursery has recently undertaken training for 'Every Child a Talker', which is an initiative to support children's language and communication skills. Staff support this through focused phonics sessions and by considering the environment to ensure that resources and spaces support children as they acquire language skills. Learning and teaching is presented through imaginative experiences. For example, children learn about exercise and how the body works by taking part in music and movement sessions. Learning follows the children's current interests, and staff respond imaginatively to this. For example, children play happily outside and spot a worm in the grass. Children gather round with excitement and ask each other questions about where the worm may be going and where he has been. Staff extend thinking by asking children what they think a worm house should look like and what resources would be needed to construct one. This extends children's critical thinking skills and enhances their imaginations. Children are active learners; they join in with different activities with enthusiasm and confidence, and freely make their needs known. For example, children ask if they can paint worms after lunch, while younger children imitate the language of staff and point to make their needs known. Activities are offered which support all areas of learning. However, opportunities for writing in the outdoor area are still developing. This is important as children play outside every day and should have opportunities to explore mark making and writing in all environments. Staff support children's understanding of the world by celebrating a range of different cultural festivals where children taste food from around the world and make creative artwork. Resources are age appropriate and engage children in learning. For example, toddlers play in a wigwam acting out familiar scenarios, while older children paint ladybirds as part of a wider focus on 'mini beasts'. Children freely access resources and make independent choices in their play.

Staff have high expectations of children. They regularly assess children's development and track their progress three times a year. This facilitates staff being able to plan activities which support children's learning. In addition, staff work with parents to complete an 'all about me' document which shows what children like to do at home. They then complete a 'here I come' document while they observe children in nursery. This information builds up to provide a baseline assessment for each child so that key persons have a comprehensive understanding of children's needs. Staff support children through using different teaching strategies which are age appropriate and differentiated to meet individual needs. Children are interested in activities and are keen learners. For example, staff support children by

role modelling how to use a watering can and water the flowers in the garden; children observe and imitate as they transport the water successfully from the water tray to the garden area. Older children are supported through discussion and posing questions. For example, children play with dominoes and staff ask 'how many spots have you got?', 'what number will we have if we join these together?', and 'if I take two spots away, how many spots will you have then?' Children use their fingers to count using one-to-one correspondence and calculate simple additions.

Parents are involved in children's learning through undertaking observations at home, using the 'wow' display board to celebrate children's achievements, commenting in daily communication books and attending a parents' evening. Children's learning journey records are freely accessible for parents to view at any time. Parents contribute to children's starting points and are part of the progress check at age two. These communication methods mean that all carers are well informed of children's learning, at home and in nursery. Feedback from parents during the inspection was that they felt fully informed of their child's progress and felt they could liaise with staff to discuss children's needs at any time.

The contribution of the early years provision to the well-being of children

Children have good relationships with staff and are happy and settled in the nursery. For example, younger children make their needs known by pointing and raising their arms up, signalling that they would like to be picked up. This shows that children feel comfortable with staff and that secure attachments are in place. There is an effective key person system in place and children are placed into key groups so that they can receive focused group time with their key person. Staff are effective role models, playing with children, showing them how to use resources and supporting learning. Children behave well in the nursery; they listen to staff and play cooperatively with their peers. For example, toddlers help to clear resources away as they prepare for singing time.

Staff give a high priority to children's safety and supervise them well throughout the nursery. Written risk assessments and daily safety sweeps are undertaken to help identify hazards and minimise risks. Children are learning about safety through taking part in regular fire drills and by inviting visitors into the nursery. For example, children have been visited by the fire service, who spoke about the dangers of fire, and the local crossing patrol person has visited to discuss road safety. Children are learning about risk and challenge. For example, they use a large climbing frame and climbing wall, and assess how high they think they can go. Children are confident and happy in their surroundings, speaking with staff, sharing resources, playing with their peers and taking part in routines, such as washing hands before lunch. This shows that children are secure in their surroundings. Good quality resources are used throughout the nursery, and the environment shows that staff consider how children learn through play. The enhanced outdoor area provides children with a generally wide range of experiences. For example, children play in a large sand pit, tend the flowers in the garden area, climb a wooden bridge and observe mini beasts in the nature corner.

Children learn about healthy lifestyles through daily outdoor play, walks in the local

environment, music and movement sessions, and eating healthy food. Trips are purposeful and enhance children's learning. For example, children visit a local building site where new houses are being built and watch the builders as the houses are constructed. Food is freshly prepared daily on the premises and includes a varied menu with multiple choices. For example, menus include shepherd's pie, tuna pasta bake and traditional roast dinners. Children develop their self-care skills through accessing drinking water and washing their hands at appropriate times throughout the day. Older children are highly independent during mealtimes, for example, as they serve themselves. However, opportunities for toddlers to build their independence during lunchtime periods are less well embedded. For example, toddlers do not have opportunity to choose their own cutlery, help set the table, or to clear away afterwards.

Children are well prepared for change and transitions, which means they are well prepared for the next stage in their learning. For example, when children attend another provider, the nursery operates a 'communication book' which ensures that all carers are aware of children's needs. As children prepare to move on to school, the nursery invites teachers in to see the children as they play, ensure that learning journey records are passed to parents, and complete a transition document. This means that children receive good support as they move between providers and on to full-time education.

The effectiveness of the leadership and management of the early years provision

Children are safeguarded and well protected in the setting because staff have a good knowledge of the safeguarding procedures. All staff have attended safeguarding training and are aware of appropriate contacts for further advice and support should they be concerned about a child's welfare. Children are well supervised, and the staff are vigilant in ensuring that children stay safe. For example, staff undertake daily safety sweeps of the outdoor area to ensure that it is safe and fit for purpose, relevant information is collated when children start at the nursery, such as who is authorised to collect each child, and there are closed circuit television cameras which allow managers to observe different rooms throughout the day. Written risk assessments are in place and are regularly reviewed to ensure that any potential hazards are identified and risks are minimised. In addition, the nursery keeps thorough records of accidents, medication and attendance to further protect children and promote their welfare. Ratios of staff to children are maintained, and clear procedures are in place to ensure staff absences do not affect the continuity of care for children.

Staff have a good knowledge of how to support children in their learning and development, and teaching is imaginative and creative. The environment is well planned and there are areas of continuous provision throughout the nursery. The manager regularly monitors educational programmes and children's progress to ensure that activities are well planned and targeted to support children's individual needs. Comprehensive tracking documentation shows that children make good progress in their learning and development, and move towards the early learning goals as active and confident learners. Children engage well with each other, with staff and with their environment, which shows that they have a positive attitude to learning.

Strong self-evaluative practice is in place which identifies strengths and weaknesses. The management team identify targets and priorities, which means that improvements are sustained. Managers analyse practice and are proactive in responding to identified areas of development. There is a weekly management meeting to address all concerns. Regular staff meetings are held, staff receive appraisals and regular supervisions, and the nursery operates a peer mentoring scheme. This is where staff can identify and celebrate good practice. There are very good systems in place for effective selection and recruitment of staff, and there is a robust induction system in place. For example, new members of staff shadow more experienced members and are never left alone in the sole charge of children. Nursery management are supportive of staff's continued professional development. Some staff are working towards gaining higher qualifications and all staff attend targeted training. For example, staff have recently attended 'observation, planning and assessment' training and 'time to talk' training. Performance management systems are in place and the manager ensures that she oversees the quality of teaching and the support given to children by staff.

Staff have good relationships with a range of other professionals and attend multi-agency meetings as appropriate. Staff are fully committed to working in partnership with parents and are very aware of how close partnership working can enhance children's learning and development. Parents are complimentary about the nursery. For example, their written comments include 'I feel happy leaving my child in the care of people who care for him beyond the role of the job' and 'you have given my child an excellent start in life'.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY405711
Local authority	Salford
Inspection number	925812
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	62
Number of children on roll	72
Name of provider	Nicola Jean Fleury
Date of previous inspection	04/08/2010
Telephone number	0161 794 0128

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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