

Kidzrus Nursery Limited

Glenn House, Houston Park, SALFORD M50 2RP



Inspection date	30 April 2019
Previous inspection date	24 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Transitions are extremely well managed throughout the setting and children are well prepared to start school. The setting works with local schools to ensure children's transitions are smooth. For instance, the teachers from the local schools talk to staff about children's learning needs.
- Partnerships with parents are strong. The setting has worked hard to make effective links with parents by seeking out their views and planning social events or learning support sessions. Parents feel well informed about their child's time in the nursery and that their opinions are valued.
- Staff work hard to form good relationships with children, which helps to support children's emotional well-being. Children are confident to explore their surroundings curiously and independently, interacting effectively with both peers and adults. Practitioners are highly skilled and sensitive to the changing needs of children and have exceptional knowledge of their interests.
- Children's behaviour is exemplary. Staff are highly effective role models. Children imitate the role of the adults, modelling positive behaviour strategies displayed by staff. Key phrases are used consistently through the setting, such as 'kind hands', and the use of good manners was encouraged.
- Although managers track children's progress effectively and staff identify gaps in children's learning, this is not yet reflected in planning for some children.
- The dedicated manager and provider work together to develop a comprehensive self-evaluation tool which is used to continually improve the quality of the provision.
- The manager ensures that staff benefit from training opportunities. They share knowledge with each other to work towards enhancing the outcomes for children.

What the setting needs to do to improve further

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

- use the information gained from assessment to plan more effectively and begin to close gaps in children's learning.

Inspection activities

- The inspector observed the quality of teaching and the impact this had on children's outcomes.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to parents during the inspection.
- The inspector reviewed the nursery's self-evaluation and discussed areas of strengths and areas to be developed.
- The inspector held regular meetings with the manager and the provider.
- The inspector viewed key documents, including the suitability of staff and safer recruitment.

Inspector
Helen Woolf

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Managers and staff are committed in maintaining a safe environment for children to flourish. Staff keep their knowledge of child protection up to date through relevant training. Staff are aware of how to act on concerns that may arise. Staff supervise children well and staff deployment is effective. The proactive manager places a high importance on staff well-being and development. For example, through effective supervisions the manager is highly supportive of staff undertaking professional qualifications. This helps to maintain high, staff morale within the well-established team.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Children benefit from the effective key-person system which focuses on their relationships with staff. Consequently, staff know children very well and plan effectively for their interests. For example, staff planned a building activity in the sand to encourage a child to explore different textures. Staff plan for children to explore links with the local community. For instance, the pre-school children regularly visit a local care home. As a result of this, they are confident to interact with different people and learn that other people may have different needs to themselves. Assessments of what children know and can do are accurate and children make typical progress from their starting points.

Personal development, behaviour and welfare are outstanding

Children demonstrate exceptional behaviour and respect for others. Staff are excellent role models to children and consistently promote good behaviour. As a result of this, children are well mannered and form strong bonds with others. Children benefit from opportunities to develop their independence. For instance, children learn to set tables and know to wash hands after using a tissue to clean their faces. The importance of physical exercise is an outstanding feature in the highly stimulating and well-resourced outdoor area. The pre-school children look forward to the weekly football sessions and join in enthusiastically. The children's committee gives children the chance to express their views and to interview parents on different themes, such as health and safety. This makes children feel important and valued. Children with special educational needs and/or disabilities are extremely well supported and included in the activities on offer. Children respond positively to each other and work well together. This was evident when the younger children comforted an upset child.

Outcomes for children are good

All children make typical progress from their starting points. Effective monitoring of children's progress highlights areas for development in their learning. Pre-school children are well prepared emotionally for their transition to school. For example, school uniforms in the role-play area allow children to act out starting school. The setting works closely with outside professionals to meet the needs of all children. Parents are highly complimentary about how the staff keep them informed of their children's day.

Setting details

Unique reference number	EY493423
Local authority	Salford
Inspection number	10065715
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	91
Number of children on roll	134
Name of registered person	Kidzrus Nursery Ltd
Registered person unique reference number	RP534738
Date of previous inspection	24 June 2016
Telephone number	0161 743 9315

Kidzrus Nursery Limited registered in 2015. The nursery employs 25 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round, except over the Christmas period. Sessions are from 7am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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