

Kids Start

Kids Start, 151 Longley Lane, Manchester, M22 4HY

Inspection date	08/08/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
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

- The quality of teaching is consistently good. Practitioners demonstrate a good understanding of child development and know how to extend each child's learning. As a result, the activities they provide are well targeted and all children make good progress.
- Safeguarding children is a high priority in the nursery. All practitioners demonstrate a secure knowledge of child protection and how to proceed should they have any concerns regarding the welfare of a child. Therefore, children are protected from harm while in their care.
- Partnerships with parents are a strength of the nursery. They are consulted and involved in every aspect of children's learning and care. As a result, they successfully work alongside practitioners and contribute to the good progress their children make.
- Self-evaluation is used well to drive improvements forward. The views of parents and children are effectively sought and valued. As a result, the nursery demonstrates a very good capacity to continually improve the quality of care and learning for children.

It is not yet outstanding because

- Assessments which identify the progress of specific groups of children, such as funded two-year-olds, are not completed in order to identify and respond to any gaps in development.
- The organisation of some of the activities means that, occasionally, children engaged in more boisterous activities distract those involved in quieter activities.

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 had a tour of the nursery.
- The inspector and one of the managers completed a joint observation.
- The inspector looked at a sample of paperwork, including children's development files and the nursery's policies and procedures.
- The inspector checked evidence of suitability and qualifications of practitioners and the nursery's self-evaluation and action plans.
- The inspector spoke to parents to ensure their views were included.

Inspector

Karen McWilliam

Full report

Information about the setting

Kids Start was registered in 2014 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Northendon area of Manchester and is managed by private providers. The nursery serves the local area and is accessible to all children. There are several enclosed areas available for outdoor play. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, including one with Early Years Professional status. The providers, who also manage the nursery, hold levels 3 and 4 respectively. The nursery opens Monday to Friday all year round from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 44 children on roll, 34 of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- extend the assessment arrangements to include an evaluation of the progress that groups of children make, such as funded two-year-olds or boys, and use this information to target any areas of under-development
- review the organisation of some of the resources in order to consistently minimise disruptions for children who are engaged in quieter play activities.

Inspection judgements

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

Practitioners have a secure understanding of child development and how children learn. They skilfully extend and challenge each child's learning and development, and the quality of teaching is consistently good. Consequently, all children make good progress in their learning and successfully acquire the skills needed for their future learning at school. Practitioners plan a good range of vibrant and challenging activities across the seven areas of learning. This ensures that children are busy and interested learners. Prior to admission, practitioners obtain a wealth of information from parents regarding their child. For example, together they complete initial assessments and 'All about me' forms. This ensures practitioners know the children and their home life extremely well and are fully informed about children's prior skills. This means they can effectively support children while they are settling and use the information obtained to take their learning forward. Across the nursery, practitioners make regular observations of children and use these to form meaningful and relevant next steps in their learning. Each child's ongoing progress is

routinely monitored and practitioners summarise their achievements in a written report that is shared with parents every six weeks. Furthermore, the required progress check for children between the age of two and three years is fully completed and a written summary is provided for parents. However, assessments which focus on specific groups of children have not been introduced in order to ensure that no group is being left behind. For example, assessing the progress of funded two-year-olds in comparison to their peers. Therefore, information to show how any gaps in development for specific groups are being closed is not easily available. Partnerships with parents are a strength of the nursery. Practitioners show they value the input of parents, with many strategies in place to ensure they are involved in every aspect of their child's learning and development. This includes providing parents with their child's individual planning and their ongoing assessments. Also, children's development files are accessible and parents are welcome to take them home to look through whenever they want. As a result, parents comment that practitioners provide continuity for their children by acknowledging their achievements and experiences at home and complementing these within nursery. For example, a baby area was set up in nursery for children whose parents are pregnant.

The baby room provide babies with a secure and nurturing environment where the input of parents is truly valued and encouraged. Practitioners understand the importance of supporting babies' personal, emotional and social skills, their communication and language skills and their physical skills, and foster each area of learning effectively. Practitioners routinely make use of one-to-one time with their key children to form strong attachments and support their language development. For example, they affectionately talk and sing to babies during nappy changes, and babies delight when they respond appropriately to their babble and words. There are steps and ramps for babies to practise their crawling and pull themselves up, and a large outdoor area which provides ample space for babies to master walking. In addition, a soft play room is set up to further support young children's physical skills. A wide variety of sensory activities are accessible and available for babies to explore. They have daily access to the messy room, where they investigate a wide range of textures, such as paint, shaving foam and sand. In addition, treasure baskets are also available for babies to explore natural objects. Furthermore, practitioners ensure that siblings in different rooms all get to spend time with each other throughout the day. This supports their well-being and helps their feelings of security.

Children's communication and language skills are effectively supported. Practitioners skilfully interact with children by asking lots of open-ended questions and introducing lots of new descriptive words. For instance, while children are exploring a popular story, practitioners ask them why they think the caterpillar got stomach ache and while children ride bikes practitioners say to children, 'you are going backwards' and 'you are peddling forwards'. As a result, children think critically and link words to their actions. Every practitioner is consistently engaged with the children; they are attentive to their needs, involving them in high quality interactions and meaningful conversations. In addition, all children take part in daily small group activities that further support their good acquisition of language, such as story and song times. Children who speak English as an additional language are very well supported. For example, practitioners work alongside parents to learn key words and use visual aids, such as photographs and books, to ensure all children play and learn in a language-rich environment.

Every opportunity is taken by practitioners to support children's mathematical development. They routinely use mathematical language in their play and there is a designated room for enhancing children's skills in this area of learning. Practitioners ask children 'is it big or little?' as they build with construction toys, and while engaged with small world animals, they tell children they have two giraffes. In addition, children choose from an excellent range of resources that further contribute to good mathematical skills, such as jigsaws, number games, containers in sand and water and different shaped cutters with play dough. As a result, children learn about shape, space and measure. Children's literacy development is very well supported. An extremely well-resourced reading room is set up for parents to read stories to their children at the beginning or end of their session. This has impacted positively on children's reading skills because parents who did not often share books with their children now use the room regularly. Tools for mark making are constantly available and children take part in regular 'letters and sounds' sessions. In addition, every opportunity is taken by practitioners to support children to practise their early writing skills. For instance, children sign themselves in upon entry into the nursery. As a result, some children are beginning to form recognisable letters and write their names.

All children have access to a variety of outdoor play spaces which provide excellent opportunities for them to test and challenge their physical skills. Children use the cycle track and the climbing and balancing equipment, and enjoy ample space to run around. To strengthen their small muscles, children take care of their own plants, dig, mix and measure in one of the many mud kitchens and manipulate a wide range of resources, such as shakers and balls. Consequently, all children develop good physical skills. Children gain a good understanding of the world in which they live. They learn about caring for living things while they tend to their plants and release the butterflies they cared for after watching them change from caterpillars. They have access to computers, electronic tablets and cameras, and therefore, they learn about communication and technology. Children play and learn in a fully inclusive environment where they are valued for their uniqueness. They have access to a good range of resources and images that positively portray diversity. As a result, they learn about the diversity of the world in which they live and they learn to respect themselves and others.

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

Children settle in extremely well. This is because of gradual settling-in sessions and an established key-person system which ensures children form secure attachments with practitioners and familiarise themselves with their new surroundings. Practitioners gather a wealth of information from parents to ensure their child's needs are met. Children show they are secure by confidently exploring the environment and selecting the resources they want to play with. Children's independence is fostered extremely well. For example, a cafe-style area is set up in the older children's rooms so they can access drinks and healthy snacks whenever they are hungry or thirsty. Practitioners plan a good range of activities to ensure children are emotionally prepared for school. For example, they discuss moving on to school with children and welcome teachers into the nursery to meet them. In addition, nursery children see older children regularly when they are spending time at the nursery's out of school club.

Practitioners are excellent role models for the children; they are polite and courteous, which teaches children to respect and value each other. They are extremely consistent and use lots of positive reinforcement, such as praise. Children thrive in the calm and relaxed atmosphere and behave well in relation to their age and stage of development. In addition, the children have contributed to the golden rules and each child takes a copy home to share with their parents to reinforce the message. Children's awareness of keeping themselves safe is promoted well. Practitioners effectively support children in learning to manage their own safety. For instance, while children are playing on the climbing frame, practitioners remind them to be careful. Children have access to a good range of safe, clean and accessible resources. However, the organisation of some of the planned activities means that on occasion some activities that require a high level of concentration are disrupted a little by children who do not wish to participate. Therefore, children are unable to maximise their learning in these circumstances.

Practitioners discuss the benefits of healthy eating with children. They ensure children are provided with healthy and nutritious meals that are freshly prepared on the premises. The chef discusses meals with each parent and considers their child's dietary requirements, including weaning stages. In addition, the nursery is currently taking part in a programme of healthy lifestyle activities to gain an award for their contribution to children's health. Furthermore, children brush their teeth daily while at nursery, they have constant access to fresh drinking water and they benefit from daily outdoor play where they exercise in the fresh air. Also, parents are provided with leaflets regarding children's health, and practitioners are always on hand to offer advice and support. Therefore, children are given clear and consistent messages about looking after their bodies and developing healthy habits.

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

The leaders and managers of the nursery demonstrate they are passionate about childcare and committed to continually improving the quality of service they provide. They have a very good understanding of the Early Years Foundation Stage and cascade their knowledge well. Safeguarding children is given an extremely high priority. All practitioners have a secure knowledge of the possible indicators of abuse and how to proceed should they be concerned about the welfare of any child in their care. The providers have also put together a file that contains a wealth of safeguarding information, such as policies, procedures and all the relevant contact numbers should they need to make a referral. Furthermore, they are very clear about the procedures they would follow if there were any allegations regarding the adults in the nursery. Entry into the nursery is secure, therefore, no unwanted visitors can gain access. Risk assessments, daily checks and extremely vigilant practitioners ensure the environment is safe for children to play and explore in. Ratios are very well maintained as the providers ensure support staff are on hand so the practitioners looking after the children do not have to leave the rooms for anything, including preparing snacks or babies' bottles. All the required documentation is in place, such as accident and medication forms. Recruitment procedures are good and the systems to ensure the ongoing suitability of adults working in the nursery are robust. The providers

have implemented efficient and effective procedures to ensure only suitable adults work alongside children. As a result, children are safe and protected from harm while in the nursery's care.

Both managers demonstrate a very good knowledge and understanding of the learning and development requirements. An excellent range of monitoring systems have been implemented to ensure the quality of teaching and learning for children is consistently good. For example, the managers complete regular peer observations and practitioners also regularly observe each other's practice. These contribute effectively to raising the quality for children. Supervisions and appraisals successfully identify training needs and manage any under-performance. The managers have high expectations of all the practitioners working alongside the children, and as a result, training is given a high priority. They have invested a lot of time to ensure that practitioners have the appropriate skills and knowledge to support children's learning and development. Therefore, the educational programmes have breadth and depth across the seven areas of learning and successfully challenge and extend children's learning and development. Self-evaluation is used effectively to identify any improvements and drive them forward. Parents' views are routinely sought and a 'you said, we did' board, with the suggestions from parents that have been acted on, is displayed in the reception area, along with the nursery action plans. As a result, the nursery has an excellent capacity to improve.

Partnerships with parents and others are well established and effectively contribute to the progress children make. Parents are extremely positive about the nursery and the practitioners. They state that their children settle in really well and they have seen them make rapid progress in the short time they have been attending. Partnerships with others are equally effective, and the managers are very clear about where to access advice and support, when required, to ensure all children's needs are met. Furthermore, they have a good understanding of the advantages of liaising with teachers when the time arrives for children to move on to school. This contributes to a complementary and consistent approach to children's learning and development.

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
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY475233
Local authority	Manchester
Inspection number	959421
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	80
Number of children on roll	44
Name of provider	Kids Start Ltd
Date of previous inspection	not applicable
Telephone number	0161 9984078

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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