

Kidsunlimited Nurseries - Macintosh

4 River Street, MANCHESTER, M1 5BG



Inspection date	22 June 2015
Previous inspection date	31 July 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Some staff do not have a good understanding of how to monitor the progress children make.
- The activities provided for younger children to support their physical development are not always effective. Furthermore, staff within these rooms do not skilfully interact with young children in order to promote their communication and language skills and independence.
- Staff are not always deployed to rooms where they are needed the most.
- Some parents do not receive accurate information regarding their child's progress to enable them to support their learning at home.
- Managers do not check that each child's progress is regularly monitored by staff. In addition, they do not ensure that activities meet children's learning needs or that the quality of teaching is consistently good.

It has the following strengths

- Staff in the pre-school room plan interesting activities that ignite children's interests and challenge and support their learning.
- Children have access to a stimulating and very well-resourced environment.
- Safeguarding children is a priority. For example, accident procedures are robust. Any accidents that children have are recorded and reported to staff and parents. Recruitment procedures are rigorous. Furthermore, staff understand child protection and know what to do if they have any concerns about the welfare of a child.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that all staff have a good understanding of how to assess the progress children make, in order to have a clear picture of their age and stage of development, then use this information to plan the individual next steps in each child's learning
- promote young children's communication and language and physical development by skilfully interacting with them, by encouraging their independence at mealtimes and by providing them with activities that are matched to their abilities
- ensure that staff are effectively deployed so that staff that have attended baby training are on hand to support and role model to less experienced staff, in order to improve the standard of care and learning for young children.

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

- build on partnership with parents by making sure they all receive accurate and up-to-date information regarding their child, so that they are well informed to support their learning at home
- extend monitoring systems to include a check of children's assessments and planning for their next steps in learning and the quality of teaching in the younger children's rooms.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outside.
- The inspector completed joint observations with the deputy manager.
- The inspector held a meeting with the managers and looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a small selection of parents and children during the inspection and took account of their views.

Inspector

Karen McWilliam

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff provide a broad range of activities that promote children's learning across all areas of learning. However, inconsistencies in the staff's understanding of child development and how to support children's individual learning, mean that the quality of teaching is variable between rooms. Within the younger children's rooms, staff do not have a good enough understanding of how to promote their communication and language or physical skills. Consequently, they do not consistently plan meaningful activities for children or skilfully interact with them. For example, staff do not widen babies' vocabulary by adding new words while they play or by consistently responding to their babble. Furthermore, cutting activities are planned for young children that have not yet mastered how to use scissors. This means that children make steady, rather than good, progress and acquire the basic skills for school. Staff have implemented ways to encourage parents to be involved in their child's learning. For example, their development files are available for them to look at. However, not all children's files contain a true picture of their development. Therefore, some parents do not receive accurate information so that they can support their child's learning at home.

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

Although, there have been a lot of changes to staff, children appear happy, confident and settled. They have formed good relationships with their friends and staff. Children are taught healthy habits. For instance, they wash their hands when needed, they play in an environment that is thoroughly cleaned with hot water and they have daily access to the outdoors. Children are served healthy meals and staff ensure that their dietary needs are met. However, staff who have attended specific training in caring for babies, are not always deployed effectively. Therefore, they are not on hand to provide support and role model good practice to staff. For example, at mealtimes less experienced staff within the baby room take spoons off babies that are able to feed themselves. This does not support young children's physical development or promote their independence.

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

The managers have a reasonable understanding of the legal requirements of the Early Years Foundation Stage. As a result, children's safety and health is supported. For example, robust risk assessments ensure the environment is safe. However, checks on the quality of teaching, planning and assessment are not rigorous enough. As a result, some activities are too challenging and children's individual planning is not consistently matched to their needs. Although, most staff are qualified and attend training, this only has a moderate impact on children's learning. Systems for identifying what is working well and what needs improving are developing and some priorities for improvement are identified. For example, the notice to improve set by Ofsted and the recommendation raised at the nursery's last inspection have been addressed. Staff understand the importance of liaising with teachers when the time arrives for children to move on to school.

Setting details

Unique reference number	EY301199
Local authority	Manchester
Inspection number	1017262
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	129
Number of children on roll	97
Name of provider	Kidsunlimited Limited
Date of previous inspection	31 July 2012
Telephone number	0845 3652916

Kids Unlimited Nurseries - Macintosh was registered in 2005. The nursery employs 28 members of childcare staff. Of these, 23 hold appropriate early years qualifications at levels 2, 3 or 4, this includes one member of staff who holds Early Years Teacher Status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for three- and four-year-old children.

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