

Kids Mix - Woodhouse Primary School

Nursery Road, Urmston, MANCHESTER, M41 7WW

Inspection date

Previous inspection date

09/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Children are highly motivated and consistently demonstrate the characteristics of effective learning. The educational programmes have depth and breadth and are delivered by staff who have an expert knowledge and a clear understanding of how children learn.
- Highly effective partnerships between staff, parents and the school make an excellent contribution to meeting children's individual needs.
- The rich, varied and stimulating environment promotes learning and challenge and provides a strong base for children to manage risks and understand how to keep themselves safe and healthy.
- Staff demonstrate an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The rigorous implementation of robust policies and successfully procedures promotes children's safety and well-being.
- Key persons are highly skilled and sensitive and help children to form secure emotional attachments and feel very secure within the setting. They have an excellent knowledge and understanding of the children that they care for and skilfully support children in their next steps in learning.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 in the indoor environment.
- The inspector held discussions with the owner and manager at appropriate times throughout the inspection.
 - The inspector looked at various documents, including a selection of policies and procedures, staff training qualifications and planning and assessment documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Julie Kelly

Full Report

Information about the setting

Kids Mix - Woodhouse Primary School is one of two settings owned by Kids Mix Ltd which originally registered in 2010 and re-registered in 2012 due to a change of organisation status. It operates from a self-contained port-a-cabin situated in the grounds of

Woodhouse Primary School in the Urmston area of Trafford. Children also have access to the school playground and a separate enclosed outdoor play area. The setting serves children from Woodhouse Primary School.

There are currently 44 children on roll, of whom seven are within the early years age range. The setting also cares for children from eight years to 11 years. It is open Monday to Friday from 7.45am to 9am and 3.30pm to 6pm during term time only. There are four members of staff employed, of these, two hold an early years qualification at level 3 and one holds a playwork qualification at level 2. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- consider the implementation of a peer observation system to further enhance the evaluation of staff's performance and constantly improve and build on their already first-rate practice.

Inspection judgements

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

Children thrive and are extremely enthusiastic and highly motivated to learn in this high quality provision. Staff have an excellent knowledge of the Early Years Foundation Stage and how children learn. The environment is well-organised into areas of continuous provision linked to the seven areas of learning and children learn through exceptionally well-planned purposeful activities. There is an extremely sharp focus on helping children to acquire communication and language skills, supporting physical, personal, social and emotional development in order to help them progress towards the early learning goals. For example, children develop their social skills as they play cooperatively with each other, take turns, swap resources, negotiate and problem solve when carrying out activities. Older children are superb role models for the younger children and regularly help them with tasks, such as making construction models. Staff teach children about respecting each other's feelings, through regular discussions and specific topics, such as bullying. The outdoor environment enables the children to have freedom to explore, be physically active and have first-hand experiences of the seasons and weather. Children have opportunities to develop their large muscle control and coordination as they climb, run, play football and balance along the tyres that are set into the ground.

Staff successfully promote children's communication and language skills as they provide

opportunities for them to talk for a variety of purposes. For example, they discuss various topics, such as the 'golden rules' of the setting and use questioning techniques to find out which fruits children enjoyed the most during the tasting session. Children learn about technology as they complete simple programmes on the computer, solving puzzles, counting and matching pictures. They develop maths skills as make long and short treads to propel the cogs on the construction model and count how many plates they need when 'preparing a meal' in the home corner. Children use their imaginations as they represent their own ideas thoughts and feelings through design and technology, art and role play. They create dens using tables and blankets, dress up and look after the 'baby' in the home corner.

Teaching is highly effective and planning, observation and assessment procedures are precise, sharply focused and comprehensive. As a result, children make excellent progress in their learning and development. Staff plan the learning programme from the information gathered from parents at induction. Each child has an individual profile which contains spontaneous significant learning, 'wow' moments observed, detailed narrative observations, photographic evidence and children's own work. Parents are actively involved in their children's learning, staff talk to them on a regular basis about their children's progress and achievements and individual profiles are readily available for them to access. Children's learning is significantly enhanced through exemplary partnerships with the school. Staff liaise extremely closely with the nursery and reception teachers to share planning, observations and assessments, which results in a high level of learning and care that meets the individual needs of all children.

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

The key person system is highly effective and well-embedded which helps children form secure, emotional attachments and provides a strong base for their personal, social and emotional development. They select resources independently and learn to plan and initiate their own learning as they explore the high quality resources and activities provided. As a result, children learn the dispositions, attitudes and skills they need for future learning. Children are well-settled in the setting because staff have an excellent understanding of their likes, dislikes and routines. Children confidently seek reassurance and support from staff if they need help or comfort. Staff consistently give the highest priority to the safety of children and effectively support them to develop their understanding of how to keep themselves safe. Children display high levels of confidence with day-to-day routines and understand the procedures in place to ensure they are kept safe. For example, they talk about not blocking the fire exits and that they must stay close to the adults when they are collected from school.

Children learn to behave appropriately and learn from the positive role modelling by the staff and from each other. Children are actively involved with staff in developing the 'golden rules' of appropriate behaviour within the setting which makes them feel valued and as a result, their behaviour is excellent. Children demonstrate a mature understanding of the importance of good hygiene practices. The accessibility of hand washing facilities, access to tissues, wipes and antibacterial soap ensure children are competent at managing their own personal needs independently. Daily checks of the bathroom are carried out to

ensure it is kept clean and that soap and tissues are available for children to access at all times. Children are fully aware of the need for and benefits of healthy food, fresh air and exercise in order to sustain energy and to grow and develop. They are provided with a variety of nutritious snacks, such as, cereal, toast, fresh fruit and milk or water. Staff teach children about healthy foods through activities and discussions. For example, children design their own healthy food poster and explore and taste a variety of different fruits.

Staff are fully committed to providing excellent quality education and care, which actively promotes the children's learning and development. They are highly motivated to provide an environment in which children can play, explore, and learn through fun, exciting and challenging activities. The aim of their provision is to help children to be confident and self-motivated, to learn about behaviour boundaries, handle risks, use initiative to solve problems and cooperate with others.

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

Leadership is inspirational and self-evaluation is well-documented and highlights the strong emphasis on maintaining high levels of achievement for all children. Strengths and weaknesses are clearly identified and targeted plans are in place to secure continuous improvement. Children and parents are involved in the process and their views are actively listened to and their ideas and suggestions are implemented. For example, new equipment has been purchased to support children's imaginative skills in role play and additional resources put in place to enhance the outdoor area. High quality systems for professional supervisions are in place, based on staff's self-appraisals and discussions during one-to-one meetings with the manager. However, the system of evaluation of staff performance through peer observation is less well developed in order to encourage continued professional development and learn through honest and critical reflection. Staff have a wealth of knowledge and understanding of how to protect and safeguard all children. For example, there are robust policies and procedures in place for safeguarding, recruitment and selection and risk assessments. All staff have completed safeguarding training and have a comprehensive knowledge of what to do and who to contact if there are any safeguarding concerns.

Staff have an exceptional knowledge of the educational programmes and consistent monitoring ensures that children experience a broad and balanced range of experiences that help them progress rapidly and successfully towards the early learning goals. Assessments are consistent and precise and children's progress is carefully monitored to ensure children who may need extra support are quickly identified. Children's needs are exceptionally well met through highly effective partnerships between the setting, parents and the school. Parents are extremely complimentary about the setting and the service it provides. They comment that staff are caring, friendly and approachable and support children and their families exceptionally well. Parents say that they know their children are happy and thoroughly enjoy their time in the safe, secure and exciting environment.

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. 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	EY447743
Local authority	Trafford
Inspection number	798328
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 17
Total number of places	43
Number of children on roll	44
Name of provider	Kids Mix Ltd
Date of previous inspection	Not applicable
Telephone number	07720053617

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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 that are usually their 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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