

Inspection date	22 February 2018
Previous inspection date	1 July 2014

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

Summary of key findings for parents

This provision is good

- The management team is working hard to make meaningful improvements to the setting. Managers have an enthusiastic approach and regularly seek the views of parents, children and staff. This helps to ensure that changes made benefit children and their families the most.
- Staff are excellent role models who treat children with kindness and respect. Children are well behaved and display high levels of confidence and self-esteem.
- The clean and bright learning environments are attractively arranged and well resourced. Staff plan a wealth of exciting and fun activities that allows children to explore freely, be creative and develop their imaginations.
- Staff help children to lead a healthy lifestyle. They have access to plenty of fresh air and a well-resourced outdoor play area. Staff encourage children to eat healthily and support them to learn about positive food choices.
- Staff effectively support children's communication and language development. They ask children lots of questions and give them time to think and answer.

It is not yet outstanding because:

- Although the manager closely monitors the progress of children, she does not fully evaluate progress made by funded children or those who have special educational needs, in order to help all children make rapid progress.
- Staff do not gather detailed information from parents about what their child can do at the start of placement.

What the setting needs to do to improve further

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

- evaluate the progress made by different groups of children to quickly close any gaps in learning and help children make maximum progress
- seek and include the views of parents about what their child can already do at the start of placement, and use the information to plan even more meaningful activities that support children to have the best possible start.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager and discussed this with her.
- The inspector spoke to staff and the children throughout the inspection.
- The inspector held a meeting with manager, assistant manager and the area manager. She looked at relevant documentation, such as the setting's self-evaluation, policies and procedures and the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Donna Birch

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff understand their roles and responsibilities to keep children safe. The setting is safe and secure. A suitable range of risk assessments is in place and implemented well by staff. Recruitment and vetting procedures are robust. Overall, systems for observation, assessment and planning are used well by staff. This supports children to make continually good progress. The management team is dedicated and has high expectations for the setting. Staff are well qualified and experienced, deployed effectively and supervise children well at all times. The manager monitors their performance and supports them through effective supervision. Additionally, staff attend a variety of training courses to extend their knowledge and improve their teaching skills. For example, staff in the baby room are learning about the brain development of infants. Furthermore, this has also helped them to evaluate the learning environment and activities they provide.

Quality of teaching, learning and assessment is good

Staff make good use of an online learning book to keep parents informed of their child's ongoing progress. Partnerships with other professionals involved in children's learning and care are firmly established. This further supports children's continued good progress. Staff provide lots of different ways for children to be creative and use their imaginations. For example, children construct animals out of boxes and tubes, and use available resources to make their own potions. Staff make the most of these opportunities to build on, and extend, children's language skills. Children confidently describe the changes they can see as they add different ingredients. Babies are encouraged to explore using all of their senses and encouraged to develop their physical skills.

Personal development, behaviour and welfare are good

Children are learning about keeping themselves safe. For example, they carefully follow simple safety rules, learning to wait their turn and share equipment. Additionally, they use equipment, such as scissors, tape and glue carefully. Staff provide many opportunities for children to extend their independence. For example, children serve themselves at lunchtime, help with domestic tasks and pour their own drinks. Routines, such as nappy changing, are carried out according to parents' wishes and the needs of individual children.

Outcomes for children are good

Children are keen and active learners who explore with ease. Children's confidence with mathematical concepts is developing well. For example, they count the number of cans they knock down with a ball and complete simple puzzles. Overall, all children are achieving a good level of development and are gaining the skills needed for future learning and school.

Setting details

Unique reference number	EY471981
Local authority	Wigan
Inspection number	1125651
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 8
Total number of places	75
Number of children on roll	132
Name of registered person	Kids 2 US Limited
Registered person unique reference number	RP533259
Date of previous inspection	1 July 2014
Telephone number	01942877319

Kids 2 Us registered in 2013. The setting employs 25 members of child care staff. Of these, 22 staff hold appropriate early years qualifications at levels 2 to 6. One member of staff holds early years professional status. The nursery opens Monday to Friday, all year round except for bank holidays. The setting is open from 7.15am to 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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