

Inspection of Kenwood Day Nursery Ltd

643 Wilbraham Road, MANCHESTER M21 9JT

Inspection date: 6 June 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The leadership team has successfully delivered its vision for the nursery to put children at the heart of all decisions and to be an extension of family. Leaders provide an ambitious curriculum that enriches children's experiences. Children start their journey in the baby room. They spend quality time with their key person, who supports them to feel safe and happy. Children make deep connections with their special person and begin to develop a good understanding of routines, which helps them settle in quickly.

Babies benefit from a spacious learning environment where they have plenty of space to practise and develop their physical skills. For example, they explore the rooms freely, learn to walk, climb confidently and spend time on their tummies. Children lift and handle large soft-play blocks and giggle with excitement as they explore a tray of sensory materials. They are closely supervised by sensitive, caring staff. Older children enjoy role play in the hospital. They apply bandages, look at X-rays and talk about who helps them if they get hurt. Children behave well. The curriculum has a clear focus on providing opportunities for children to build emotional literacy. Children demonstrate their understanding of the nursery rules of kindness, sharing and listening to each other. Older children explain that a 'high five' is a kind way to use your hands.

What does the early years setting do well and what does it need to do better?

- Books are a prominent feature in the nursery. Staff read stories to children throughout the day with enthusiasm and expression. Children join in with adult-led storytelling. They enjoy hearing their names as the central characters and deciding where their adventure might take place. Children suggest 'an island' and 'a ship'. This activity ignites children's imagination and provides opportunities to refine their communication skills in different contexts.
- Staff understand the importance of planning to support children's development and emerging interests. For example, staff in the baby room have identified the ability to climb steps safely as crucial learning. This skill is important because it supports children to move around the building safely in the future. This is working well. However, at times, some staff do not plan learning experiences that are precise enough to support all children to extend their learning. For example, staff do not always identify specific vocabulary for older children to learn and use to further enhance and challenge their existing communication skills. As a result, on these occasions, planned experiences do not always build thoroughly on what children already know and can do.
- Children feel secure in the familiar routines and understand the behaviour expectations from staff. Children are highly engaged in small-group activities, such as sharing stories, singing and role play. However, larger group times last

too long in relation to children's age and stage of development. Staff do not always provide children with a clear structure for these sessions. As a result, some children lose interest and become less focused.

- Leaders are proactive in helping children to prepare for their transitions to school. For example, they have reached out to local primary schools to develop working relationships and have plans for children to visit. Staff read stories to children about starting school. This sparks discussions about how they might travel. Children explain they will go by bus or bicycle. As a result, children are excited and emotionally equipped for the next stage of their education.
- Staff take positive steps to promote children's good health. They provide healthy meals with fresh ingredients, and children have access to water. Staff support children to learn more about the foods they eat and the nutrients they contain. For example, children name the vegetables in their lunch and explain how they are good for their hair, brain and bones. Children get plenty of fresh air and take part in physical activity from a young age, such as baby yoga and outdoor games.
- Parents are generally very happy with the care and education offered by the nursery. They praise the staff and say they are 'like family'. Staff communicate well with parents when there are concerns about the health or emotional well-being of children. They liaise with external agencies to get advice. This strengthens the partnership between parents and staff and helps to ensure children get the support they need.
- Leaders take positive steps to maintain the consistency and quality of staffing in the nursery. For example, they employ regular agency staff who know the children very well. Agency staff are included in staff training, which means they have secure safeguarding knowledge and a clear understanding of their roles and responsibilities. As a result, children's emotional well-being and safety are prioritised.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- improve arrangements for group times to support the individual needs of all children and help them to maintain their focus and engagement
- enhance planning to identify specific learning intentions for older children, providing further challenge and building sequentially on what they already know and can do.

Setting details

Unique reference number	2670709
Local authority	Manchester
Inspection number	10339437
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	60
Number of children on roll	56
Name of registered person	Kenwood Day Nursery Ltd
Registered person unique reference number	2661452
Telephone number	0161 511 7785
Date of previous inspection	Not applicable

Information about this early years setting

Kenwood Day Nursery registered in 2022 and is located in Chorlton, Greater Manchester. The nursery employs 12 members of childcare staff. Of these, 10 staff hold early years qualifications at level 2 and above and two staff hold qualifications at level 6. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Rachel McHugh

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

We carried out this inspection 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.

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