



Skittles

Wilsons Park, Monsall Road, MANCHESTER, Lancashire, M40 8WN

Inspection date	10/10/2013
Previous inspection date	27/04/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend	4	2
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Children are not effectively supported to reach their potential because staff have limited knowledge and understanding of the learning and development requirements. In addition, staff do not effectively gather children's starting points to plan children's next steps or monitor their progress in order to close any emerging gaps in their development.
- Children are not effectively safeguarded because evidence to show all staff have been checked to ensure they are suitable to work with children is not in place.
- Staff are not regularly monitored and appraised to ensure their training needs are identified and their professional development is supported.
- Children are not fully supported to develop their independence skills because staff carry out simple tasks for them.

It has the following strengths

- Children are confident because staff have created strong attachments with them and encourage them to communicate.
- Children behave well because they understand the rules and boundaries and are enthused by the positive strategies staff use to promote positive behaviour.

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 observed children in all three base rooms and in the outdoor area.
- The inspector completed a joint observation with the manager of the setting.
- The inspector held meetings with the manager and three parents.
- A range of documents in each base room was inspected including observations, planning, tracking of children's progress and daily diaries.
- The inspector checked evidence of staff suitability, risk assessments, training certificates, policies, procedures and parent questionnaires.

Inspector

Laura Hoyland

Full Report

Information about the setting

Skittles Childcare was registered in 1993 and is privately owned and managed. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a two-storey building in Manchester. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The setting employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above. The setting opens Monday to Friday all year round, except for two weeks in August and bank holidays. Sessions are from 7.30am until 6pm and children attend for a variety of sessions. There are currently 42 children on roll, of whom all are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children and supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- develop an understanding of each child's starting points and use these to plan children's next steps, monitor their progress and promptly close any emerging gaps in their learning and development
- develop staff's knowledge and understanding of the learning and development requirements with specific regard to understanding the prime and specific areas of learning
- ensure that effective performance management systems are in place to improve the monitoring and supervision of staff who have contact with children and families; providing opportunities for them to receive support, coaching and training to improve practice and shape their professional development
- record information about identity checks and vetting processes that have been completed. This must include the Disclosure and Barring Service check reference number, date of issue and details of who obtained it.

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

- support children's independence by allowing them to take on small responsibilities, such as serving their own lunch and pouring their own drinks.

Inspection judgements

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

Staff have a very limited knowledge and understanding of the Early Years Foundation Stage and they are not aware of the prime and specific areas of learning. Staff have not implemented planning to support children develop across the seven areas of learning. This means children are not effectively supported to make sufficient progress in their learning and development and reach their potential. In addition, staff do not effectively gather information to depict children's starting points, plan children's next steps or monitor their progress. This means any emerging gaps in children learning are not quickly identified and closed.

Children enjoy their time in the setting because there is a wide range of resources from them to play with and staff have created positive relationships with all children. For example, older children talk to staff as they use paints to create butterfly pictures while younger children sit close to staff as they experiment making sounds with musical instruments. This means children can explore and develop new skills with confidence.

All children are warmly welcomed into the setting and find their friends to play with. Staff talk to children's parents daily and tell them what their children have enjoyed playing with and the activities they have taken part in. Parents discuss how their children enjoy attending the setting and that they are able to access their child's development records if they wish. Staff discuss children's special educational needs and/or disabilities with parents and other professionals to support children to prepare for their transition to school. All children are developing some skills to support them in the future. For example, they are learning to listen to each other and follow instructions.

Children's communication skills are developing appropriately because staff read stories to them, engage in singing and verbally communicate constantly throughout the day. Children thoroughly enjoy listening to their favourite stories and staff use a variety of voices to keep them engaged in the activity. Babies learn to handle books with staff close by to support their curiosity.

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

Children are confident in the setting because staff support them to settle through a gradual process that meets their individual needs. Children are assigned a key person who takes the responsibility for their intimate care routines and builds a strong bond with the child and their family. However, this is a false sense of security as documentation to demonstrate all staff have been vetted to ensure they are suitable to work with children is not in place. This means children's well-being is not always effectively protected.

Staff discuss children's individual routines with parents and adhere to them in the setting. Each key person is responsible for changing and feeding their key children and during transitions between rooms the key person supports children through a period of change. Older children sit at a table for meals with their key group, which supports children to make firm attachments with their key person and their peers. Children enjoy nutritious meals, which are cooked on the premises and are keen to talk about the pasta bows they are eating. However, there is scope to further develop their independence skills at mealtimes because staff currently serve all children's meals and drinks.

Children behave very well because staff use a range of strategies to promote positive behaviour. For example, children collect stars and once they have collected three silver stars and a gold star they can swap these for a small gift from the 'special tin'. This means children work together and strive to display good behaviour.

Children exercise daily and access the outdoor area to play with large equipment. Children practise using their large muscles as they ride on bicycles and use the space to run around. Children are learning about managing small risks as they hold the handrail and negotiate stairs to the access outside area and know how to handle equipment safely. This means they are learning how to minimise risks in their environment.

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

Staff clearly understand the signs and symptoms of abuse and who to contact if they have any concerns about a child's well-being. Designated officers attend meetings with professionals and all staff have had safeguarding training. There is an induction procedure for new staff. However, evidence was not available at inspection to demonstrate all staff have been adequately vetted to ensure they are suitable to work with children. This means children are not adequately safeguarded in the setting.

The manager is aware of the strengths of the setting and most areas requiring development. She has a positive attitude to change and is committed to driving improvement. However, areas for development are not always prioritised. In addition, staff are not adequately monitored or their training needs quickly identified to ensure their professional development is always supported.

The manager is aware changes are required to the planning systems and that staff need support to understand the learning and development requirements. She has devised new documentation to support the staff but has not yet embedded the changes or monitored staff's knowledge and understanding. Consequently, children's progress is not sufficiently managed.

The manager and staff have created positive relationships with parents. Regular questionnaires are given to parents to obtain their views of the setting. Parents are quick to praise the staff and feel their children have settled very well. Partnerships with other professionals are also established and staff know who to contact when they need help and advice.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure any person caring for, or in regular contact with children is suitable and obtain an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- ensure any person caring for, or in regular contact with children is suitable and obtain an enhanced Disclosure and Barring Service check (voluntary part of the Childcare Register)

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 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 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 report: Skittles, 10/10/2013

8 of 10

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	500179
Local authority	Manchester
Inspection number	914973
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	38
Number of children on roll	42
Name of provider	Michelle Honor Tahir
Date of previous inspection	27/04/2011
Telephone number	0161 203 4744

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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.

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