

Building Blocks Day Nursery (NW) LTD

Building Blocks Day Nursery, Plant Hill Road, MANCHESTER, M9 8LX



Inspection date

Previous inspection date

1 September 2017

20 March 2013

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 outdoor provision has been significantly enhanced since the last inspection. This has had a positive impact on the quality of children's learning and their well-being.
- Staff make regular assessments of children's learning and identify next steps for their development. Managers monitor the progress of different groups of children to highlight any potential gaps in their learning and seek to close these quickly.
- Staff provide a range of stimulating opportunities for children to investigate and explore. For example, they are excited to hunt for bugs in the garden using magnifying glasses. Babies enjoy the sensory experiences of making marks in paint and sand.
- Children share warm, supportive relationships with staff, which helps them to feel emotionally secure. They are settled and happy and their independence is well fostered.
- Staff work in partnership with parents and other professionals to provide targeted support and a shared approach to children's care and their learning. Parents comment very positively about the quality of the provision.
- Managers seek the views of staff, parents and other professionals to support their self-evaluation. Development plans are meaningful and demonstrate ambition to improve.

It is not yet outstanding because:

- Occasionally, staff do not fully embrace children's changing interests to maximise their engagement and their learning.
- The new planning system is not yet fully embedded to support children's learning to maximum effect.

Inspection report: Building Blocks Day Nursery (NW) LTD, 1 September 2017

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What the setting needs to do to improve further

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

- ensure that staff are highly responsive to children's changing interests and have the highest expectations of what individuals can achieve to maximise their learning
- embed the new planning system and monitor the impact of it on improving outcomes in children's learning to the highest levels.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning. Two joint observations were carried out with the nursery's deputy manager.
- The inspector held a meeting with the nursery manager and the deputy manager.
- The inspector looked at a selection of documentation, including children's learning records, planning, risk assessments, development plans and staff training records.
- The inspector considered evidence of suitability checks for all staff working in the nursery.
- The inspector held discussions with staff and children throughout the inspection. She spoke to a number of parents and took account of their views.

Inspector
Kate Smith

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers have a very good understanding of safer recruiting procedures and monitor the ongoing suitability of staff. Children's welfare is well promoted as staff understand the correct procedures to follow in the event of a concern. Effective risk assessments help to maintain a safe environment for children. Managers reflect on the quality of teaching and promote training opportunities for staff to enhance their skills. They also mentor and coach other settings in the locality. Managers have a good understanding of early intervention and how to obtain extra support for children. Staff assess children's language development well and implement tailored learning plans to enhance individual progress. Parents say that they feel well informed about children's learning and that staff provide ideas to try at home to provide continuity.

Quality of teaching, learning and assessment is good

Children are highly engaged as they join in with familiar rhymes. This helps to support their language development. Staff introduce mathematical language to describe position and capacity as children fill different bottles with bubbly water. Children delight as they follow their own ideas, mixing and stirring mud and water together. They use their imaginations as they fill pans and containers with the mixture. Staff model how to use equipment, such as binoculars to widen children's experiences. They ask questions to support children's thinking. Staff encourage children to persist as they try and throw beanbags through hoops. This helps children to be resilient and be proud when they succeed. Staff encourage parents to share their knowledge and skills to support children's learning. This helps to develop children's awareness of diversity as they gain experiences beyond those of their own family.

Personal development, behaviour and welfare are good

Children exercise daily outdoors. This helps to foster their large-muscle skills as they run, kick balls and throw with accuracy. Toddlers enjoy the challenge of climbing, as they use the small slide independently. Staff know children well. They support their understanding of boundaries for behaviour by using simple, consistent explanation. For example, children are reminded to use their kind hands and to share resources with their friends. Staff respect babies' individual care routines and promote children's self-care skills. For example, children wash their hands independently and help to serve their own lunch.

Outcomes for children are good

All children make good progress from their initial starting points in learning. Children are enthusiastic and demonstrate high levels of curiosity. They listen to staff, follow instructions and are able to make independent choices about their play. Children count confidently as they add ingredients together to make their own play dough. Older children practise their writing skills as they learn to write their own names. They are becoming confident learners. Children are developing skills and knowledge that will help them in the next stage of their learning.

Inspection report: Building Blocks Day Nursery (NW) LTD, 1 September 2017

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Setting details

Unique reference number	EY452941
Local authority	Manchester
Inspection number	1066284
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	120
Number of children on roll	60
Name of registered person	Building Blocks Day Nursery (NW) Limited
Registered person unique reference number	RP531940
Date of previous inspection	20 March 2013
Telephone number	01617401053

Building Blocks Day Nursery (NW) LTD registered in 2012. The nursery employs 21 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3. The manager holds a qualification in professional development at level 6. The nursery opens from 7.15am until 6.30pm, Monday to Friday, for 51 weeks of the year, excluding bank holidays. It operates a before- and after-school club during school term times and a holiday club during school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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Carisbrook Day Nursery

Carisbrook Childrens Centre, Carisbrook, Manchester, M9 5UX



Inspection date

4 August 2017

Previous inspection date

28 February 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The manager and staff team have worked extremely hard since the last inspection to improve the quality of the nursery. They have addressed the recommendations raised and enhanced many other aspects of their practice.
- Well-qualified staff make excellent use of sharply focused observations to assess what children know and can do. They plan exciting and challenging activities and experiences that capture children's interests, motivate them to learn and help them to make excellent progress.
- Staff create a culture of mutual respect, kindness and tolerance throughout the nursery. The whole ethos of the nursery is based on embracing individuality and celebrating each other's similarities and differences. Staff provide children with an extensive range of opportunities to help them to develop an excellent understanding of people, families and communities beyond their own experiences.
- The key-person system is highly effective. All children make exceptionally strong emotional attachments with key persons and staff. Children develop high levels of emotional security in readiness for future learning and school.
- Partnerships with parents, other early years providers and external professionals are exemplary. The shared approach to meeting children's care and learning needs helps to promote outstanding consistency and continuity for all children.

Inspection report: Carisbrook Day Nursery, 4 August 2017

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What the setting needs to do to improve further

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

- continue to enhance the highly effective programme of professional development to consistently drive improvement and maintain the already outstanding quality of teaching.

Inspection activities

- The inspector observed the quality of teaching in the indoor and outdoor environment and assessed the impact this has on children's learning.
- The inspector talked to children and staff at appropriate times throughout the inspection.
- The inspector completed a joint observation with the deputy manager of the nursery.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as children's records and evidence of the suitability and qualifications of staff working in the nursery.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Julie Kelly

Inspection findings

Effectiveness of the leadership and management is outstanding

The manager is highly qualified and experienced. She leads the staff team with true inspiration and admirable enthusiasm. Safeguarding is effective. Rigorous recruitment and selection procedures ensure that staff are safe and suitable to work with children. The manager closely checks the excellent progress made by different groups of children attending the nursery. Informative data is obtained, which enables her to identify gaps in children's learning and implement effective strategies to ensure all children reach their full potential. The achievement gap is closing rapidly. The manager uses her excellent knowledge and expertise to coach, mentor and guide staff and carries out regular supervision meetings to manage their performance. The implementation of an extensive range of new initiatives has had an extremely positive impact on helping to improve learning outcomes for children in readiness for school. The manager recognises that the continual development of staff's knowledge and skills is crucial to consistently drive and sustain the high quality of teaching and learning.

Quality of teaching, learning and assessment is outstanding

Children thrive in this outstanding nursery. Staff are exceptionally positive role models. They have high expectations for all children in their care and constantly challenge and extend children's learning. Babies thoroughly enjoy their learning and play when they explore the texture of cornflour and water. They squeal with excitement as they experience it running through their fingers and watch as it drips into the tray. Children use all of their senses to enhance their curiosity and help them to learn. Staff are highly skilled at helping children to develop excellent communication and language skills and promoting early literacy development. Opportunities for children to borrow books to take home and share with parents significantly enhance their learning in this area.

Personal development, behaviour and welfare are outstanding

Children's behaviour is exemplary. Extremely sensitive and caring staff teach children how to manage their own feelings and think of ways that they can solve minor conflict for themselves. Children play cooperatively, take turns, share and develop an excellent understanding of the difference between right and wrong. Superb hygiene and care practices have an extremely positive impact on children's health and well-being.

Outcomes for children are outstanding

All children make rapid progress in relation to their starting points. This includes children for whom the nursery receives funding and children who have special educational needs and/or disabilities. Children develop a genuine love for books and reading. They enjoy listening to stories, singing rhymes and songs. They acquire an excellent range of skills that helps prepare them superbly in readiness for school.

Inspection report: Carisbrook Day Nursery, 4 August 2017

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Setting details

Unique reference number	EY469492
Local authority	Manchester
Inspection number	1088231
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	60
Number of children on roll	64
Name of registered person	Wise Masterbuilders Childcare Limited
Registered person unique reference number	RP902788
Date of previous inspection	28 February 2014
Telephone number	0161 205 9067

Carisbrook Day Nursery registered in 2013. It is one of four settings owned and managed by a private provider. The nursery opens Monday to Friday from 7.30am until 6pm all year round, with the exception of bank holidays and one week at Christmas. It employs 20 members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, 13 hold qualifications at level 3 and four hold qualifications at level 2. The manager holds Early Years Professional status. The nursery provides funded early years education for two-, three- and four-year-old children.

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.

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Kiddi Days (Moss Side)

Claremont Sure Start, Claremont Road, Manchester, M14 7NA



Inspection date	10 August 2017
Previous inspection date	16 February 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The monitoring of staff performance is not successfully addressing the inconsistencies in the quality of teaching. This limits some children from making good progress.
- Staff interactions do not consistently support children's learning and development. Some staff miss opportunities to challenge and extend children's learning effectively.

It has the following strengths

- The management team has worked hard to address the actions set at the last inspection. This has improved staff's understanding how to safeguard children and keep the environment safe and hygienic.
- Robust recruitment and selection procedures help to ensure the suitability of staff to work with children.
- Children have good opportunities to learn about the natural world. They examine leaves and study worms and insects in the garden.
- Children are cared for in a welcoming and well-resourced environment. The broad range of outdoor experiences enables children to explore independently and be physically active.
- Partnerships with parents are secure. Parents say they are well informed about their child's day and are very happy with the level of care provided.
- The key-person system effectively helps children feel settled and emotionally secure. Children are happy and behave well.

Inspection report: Kiddi Days (Moss Side), 10 August 2017

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What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ develop support for staff to provide them with the skills and knowledge needed to raise the quality of teaching to a consistently good level	07/09/2017
■ improve the quality of staff's interactions with children to ensure they receive consistently good learning and development opportunities.	07/09/2017

Inspection activities

- The inspector observed the interaction between staff and children and the activities provided indoors and outdoors.
- The inspector completed a joint observation with the manager and evaluated the quality of teaching.
- The inspector checked evidence of the suitability of adults working in the setting, looked at relevant documentation and discussed the setting's self-evaluation and plans for improvement.
- The inspector held meetings with the manager, staff and the provider at appropriate times during the inspection.
- The inspector took account of the views of parents and children spoken to during the inspection.

Inspector

Linda Shore

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Since the last inspection, all staff have undergone additional training and demonstrate a secure knowledge of what to do if they have any concerns about a child. They also have a good understanding of wider safeguarding issues and absence is monitored to highlight any concerns. In general, the manager supports staff through supervision meetings and peer observations to build on their professional development. Despite this, the quality of teaching through staff interactions with children is not consistent. Children's progress is monitored regularly including for specific groups of children and individual learning plans are implemented in order to close any identified gaps. All required records, such as accident and injury forms are easily accessible.

Quality of teaching, learning and assessment requires improvement

Assessment of children's development and planning for children's individual learning needs have improved since the last inspection. However, the quality of teaching is not consistently good. Staff do not support children to make good progress in their learning. The level of interaction between staff and children does not always provide effective challenge or encourage children's engagement during activities. For example, some children spend long periods playing alone or wander without purpose. Children are gaining an understanding of mathematics as they select resources by colour, compare sizes and count during activities. They are enthusiastic about books and staff help develop their vocabulary as they read together.

Personal development, behaviour and welfare require improvement

Children behave well and are happy and settled at the nursery. They are confident and pleased with their efforts as staff give plenty of praise and encourage them to keep trying and persevere. However, the weaknesses in staff interaction mean that some children's enjoyment of learning is compromised. Staff build good relationships with parents and obtain useful information about what children can already do when they start nursery. Children are welcomed into the nursery and choose from a wide range of activities that captures their interests. They enjoy many opportunities to play outdoors in the fresh air. They exercise as they ride bicycles around the track and use their arms to balance as they walk along planks. Children learn about healthy lifestyles as they enjoy freshly cooked meals delivered to the nursery each day. They talk about what they are eating and discuss why children with dietary requirements cannot eat certain foods that will make them unwell.

Outcomes for children require improvement

Despite the weaknesses in the quality of teaching, all children do make some progress. This includes children who have lower starting points when they enter nursery. They are learning some of the skills they will need for school. Children are gaining independence as they help to serve their own food and take care of their personal needs. They communicate confidently and enjoy playing in small social groups.

Inspection report: Kiddi Days (Moss Side), 10 August 2017

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Setting details

Unique reference number	EY470076
Local authority	Manchester
Inspection number	1086691
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	50
Number of children on roll	41
Name of registered person	Adeptus Care Limited
Registered person unique reference number	RP904253
Date of previous inspection	16 February 2017
Telephone number	01618502126

Kiddi Days (Moss Side) registered in 2013. The nursery employs 15 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and four at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children who have special educational needs and/or disabilities.

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Precious Kids Day Nursery

322 Moston Lane, MANCHESTER, M40 9WB



Inspection date

Previous inspection date

3 July 2017

Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Arrangements to support children who have or may have special educational needs and/or disabilities are inadequate. Staff are unaware of children's individual needs and the special educational needs coordinator has insufficient knowledge and expertise. As a result, children who need additional help do not get the support they need.
- Staff do not provide children with challenging learning experiences. Parts of the nursery are uninspiring and offer little interest to children, which affects their behaviour and learning. Children are not always engaged in activities that are provided, which results in unwanted behaviour.
- Leadership and management are weak. The provider has failed to identify significant weaknesses in practice. The provider does not support staff in developing the skills they need to help children learn. Furthermore, too much emphasis is placed on spot-checks, which is having little positive impact on children's learning and development.
- Although staff make observations of children's learning, their assessments of what children know and can do, are inaccurate. The quality of teaching is weak.
- Although children have a named person who looks after them, this key-person system is ineffective. Some parents do not know who is looking after their child. Staff do not know children's home language and they spend too little time with their key children, which affects their emotional well-being.

It has the following strengths

- Staff caring for babies are kind and attentive to their needs, which gives babies a good sense of belonging.

Inspection report: Precious Kids Day Nursery, 3 July 2017

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What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

Due Date

- | | |
|--|------------|
| ■ ensure suitable arrangements are in place to support children who have or may have special educational needs and/or disabilities; have regard to the Special Educational Needs Code of Practice and work in partnership with relevant agencies to help children achieve the best possible outcomes | 21/07/2017 |
| ■ ensure the management team and room leaders have an accurate overview of all aspects of the nursery and put effective arrangements in place to support staff with their continued professional development | 28/07/2017 |
| ■ strengthen the key-person system, for example, by ensuring that staff know children's home language, parents know who is looking after their child and ensure that children are consistently cared for by a familiar adult who is able to meet their individual needs. | 28/07/2017 |

To meet the requirements of the early years foundation stage the provider must:

Due Date

- | | |
|---|------------|
| ■ promote children's good behaviour and enthusiasm for learning, for example by ensuring that the toys and resources provided for toddlers and older children are in good condition, fit for purpose and meet their individual learning needs | 28/07/2017 |
| ■ ensure that children make good progress in their learning and development by improving the quality of teaching | 28/07/2017 |
| ■ ensure that staff are able to use observation and assessment to fully understand children's level of achievement, interests and learning styles, and use this information to track children's progress across all areas of learning. | 28/07/2017 |

Inspection report: Precious Kids Day Nursery, 3 July 2017

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Inspection activities

- The inspector assessed the quality of teaching in all age groups and the impact this has on children's learning.
- The inspector reviewed documentation, including action plans and visit notes from the local authority.
- The inspector carried out a joint observation with the provider.
- The inspector took into account parents' views of the nursery.
- The inspector discussed the nursery's self-evaluation form.

Inspector

Patricia Graham

Inspection findings

Effectiveness of the leadership and management is inadequate

The provider does not adequately monitor the day-to-day activities and the quality of the provision. Consequently, significant weaknesses, such as weak teaching and poor care routines, have gone unnoticed. Although staff have attended some training on managing children's behaviour, this is having little impact. Children and toddlers are bored and under-stimulated. They engage in silly behaviour and the noise levels increase to a high volume, which causes further disruptions in their learning. For example, some children are extremely distressed and sit with their hands on their ears. The provider has, however, addressed previous weaknesses in relation to safeguarding children. Staff are now aware of the possible signs and symptoms of abuse. They also understand the procedures to follow if they have any concerns about a child's safety. A member of staff takes responsibility for e-safety and children's attendance is closely monitored. Safeguarding is effective.

Quality of teaching, learning and assessment is inadequate

Some staff do not understand how children learn or how to support their development. For example, toddlers have too few opportunities to practise their mark-making skills because the writing area has five whiteboards only. There are no pens, pencils or crayons that are accessible for toddlers to use 'because they will write on the walls'. Staff lack confidence in completing observations and assessments, which in turn affects the quality of their teaching. Activities are not planned with a purpose, which affects children's learning because staff are unaware of children's capabilities. Activities are often pitched at a lower level, which does not help children make the progress they are capable of making.

Personal development, behaviour and welfare are inadequate

The transition arrangements between the children's home and the nursery are inadequate. Too much time is spent on matching children to a familiar adult but less emphasis is placed on the practicalities of this arrangement. As a result, a child's key person is sometimes based in one room but the child is based in a different room. This arrangement does not work in practice and the lack of communication between staff in each room affects children's emotional well-being. Although parents are complimentary on the care provided, some parents do not know who is looking after their child. Furthermore, key persons do not always seek basic information from parents, such as the children's home language. All children, including babies, benefit from fresh air and exercise, which contributes to their good health. They also develop an awareness of people who help them, such as fire fighters, who have visited the nursery.

Outcomes for children are inadequate

Children and toddlers receive insufficient support in their learning and development due to weak leadership and management. The manager has failed to identify weaknesses in all areas of the curriculum, which has a detrimental impact on outcomes for children. Most notably is the lack of support for children who have or may have special educational needs and/or disabilities. The manager, who is also the special educational needs coordinator, has insufficient knowledge of children's individual needs. The manager is unaware of

Inspection report: Precious Kids Day Nursery, 3 July 2017

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different agencies involved with children who need additional support. This lack of coordinated support is significantly hindering children's transition to school. Overall, children are not making sufficient progress and outcomes for children are inadequate.

Inspection report: Precious Kids Day Nursery, 3 July 2017

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Setting details

Unique reference number	EY494976
Local authority	Manchester
Inspection number	1101547
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	50
Number of children on roll	75
Name of registered person	Precious Kids Childcare Ltd
Registered person unique reference number	RP905098
Date of previous inspection	Not applicable
Telephone number	01616372660

Precious Kids Day Nursery registered in 2016. It is run by a limited company and is situated in the Moston area of Manchester. The nursery employs 14 members of childcare staff. The provider, who is also the manager, is a qualified early years teachers. There is one member of staff who is qualified at level 6, one is qualified at level 5, one is qualified at level 4, two are qualified at level 3 and three are qualified at level 2. The nursery opens each weekday, from 7am to 6pm, all year round, except for public holidays and during the Christmas period. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

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.

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Super Camps at William Hulme's Grammar School

William Hulmes Grammar School, Springbridge Road, MANCHESTER, M16 8PR



Inspection date	18 August 2017
Previous inspection date	14 August 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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		Not applicable	

Summary of key findings for parents

This provision is good

- The leadership team has worked hard to address the actions and recommendations from the last inspection and has made some positive improvements. The regional manager is passionate about providing high-quality care which is reflected throughout the staff team.
- The manager leads her team well, she has an organised approach to deployment and regularly monitors her team to ensure children's needs are met. All age groups of children are given their own base area and key person to support them.
- Children are happy, content and well settled. They enjoy close relationships with their key persons and are confident to share their views.
- Partnerships with the host school and parents are strong. They work well together to provide consistency in care and learning. Parents are extremely complimentary about staff. They are happy with the variety of activities offered, the care and safety of children and their development.
- Self-evaluation is clear and concise, development points are identified in partnership with parents, children and staff to enhance the setting and the experiences for children.
- Children learn about positive behaviour and the importance of values. As a result, they are kind, considerate and understanding of others. They follow clear club rules that they have helped to write.

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It is not yet outstanding because:

- There are occasions when children are not given enough time to finish their chosen activity before being taken to the next scheduled activity.

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What the setting needs to do to improve further

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

- support staff to give children more time to finish their chosen activities.

Inspection activities

- The inspector toured the areas used for childcare. She observed activities indoors and in the sports hall and assessed the impact this has on children.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector held a meeting with the regional manager and viewed a variety of documentation including policies and procedures, children's records, staff suitability and self-evaluation.
- The inspector carried out a joint observation with the manager and regional manager.
- The inspector took in to account the written views of parents and carers.

Inspector

Shelley O'Brien

Inspection findings

Effectiveness of the leadership and management is good

The dedicated management team leads staff well. They demonstrate a clear vision to promote excellence and are working hard at making improvements to reach this goal. The staff team is supportive of this and focus on offering positive experiences for children. Staff are understanding of children's needs and their individual preferences. For example, a range of sporting activities is provided to meet all the interests of children. The arrangements for safeguarding are effective. All staff understand their roles and responsibilities and are clear about the signs and symptoms of abuse. They understand the procedure to follow should they have a concern about a child's welfare including local and organisational policy. Children are further protected as regular risk assessments provide a detailed overview of potential hazards. A thorough recruitment and induction procedure further supports the safety of children.

Quality of teaching, learning and assessment is good

Children have a wide choice of resources which they can access freely. Staff are supportive of children's ideas and assist them in their creativity. For example, children preparing for a talent show are offered ribbons to express themselves through dance. Children's communication is supported well. They are articulate and inquisitive. Children who speak English as an additional language are supported well. They are developing their spoken word and understanding. Key words are written in their home language alongside the English word and supported by pictures to aid development. Links with a publishing company have supported children's interest in reading. They retell a story and extend their understanding by linking it to creative play. Children enjoy making dragons with a variety of resources. They talk about shape, colour and number during this time. Children learn about technology and science through their play. Remote controlled cars are explored and the activity extended by the creation of a road using tissue paper.

Personal development, behaviour and welfare are good

Children are keen to participate in activities and are confident in their surroundings. They enjoy joining the older children at key points during the day and interact well. Children have regular opportunity for physical play and have ownership on the types of sports they are involved in. Regular consultation gives them opportunity to plan activities and experiences. Children learn about the importance of keeping themselves safe. For example, they understand why they are to walk on the pavement from the sports hall and not through the car park. Children are aware of the importance of personal hygiene from an early age. They discuss how germs live on their hands and can only be washed away by using soap and water. This supports their well-being. Staff offer consistent praise and encouragement to children, promoting their creativity and imagination. This further supports their emotional well-being.

Inspection report: Super Camps at William Hulme's Grammar School, 18 August 2017

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Setting details

Unique reference number	EY424542
Local authority	Manchester
Inspection number	1058470
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 12
Total number of places	100
Number of children on roll	69
Name of registered person	Super Camps Limited
Registered person unique reference number	RP906400
Date of previous inspection	14 August 2015
Telephone number	01235 467303

Super Camps at William Hulme's Grammar School registered in 2011 and operates within the school campus in Manchester. The setting is managed and owned by Super Camps Limited. The setting employs nine members of staff. Of these, seven hold qualified teacher status, one staff member holds a qualification at level 7 and one holds an early years qualification at level 3. The setting is open Monday to Friday, from 8am until 6pm during the Easter holiday and summer holiday.

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