

# Kiddiwinks Day Nursery Limited (Worsthorne)

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY274096
<b>Inspection date</b>	14 January 2008
<b>Inspector</b>	Rachel Ayo
<b>Setting Address</b>	Old Hall Square, Worsthorne, Burnley, Lancashire, BB10 3NS
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<b>Registered person</b>	Kiddiwinks Day Nursery Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Kiddiwinks Day Nursery Limited is privately owned and was registered in 2004. It operates from three main rooms in a converted Methodist chapel. It is situated in a residential area of Worsthorne, Burnley in Lancashire. A maximum of 32 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 17.45 for 51 weeks of the year. The setting offers before and after school care and holiday care for children up to the age of eight years. All children share access to an enclosed outdoor play area.

There are currently 44 children from birth to under 8 years on roll. Of these, 22 children receive funding for nursery education. Children come from within the local and wider community.

The nursery employs eight staff including the provider. Seven of the staff, including the manager, hold appropriate early years qualifications and the remaining staff member is working towards this.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

All age groups access the outdoor area daily, weather permitting, where they benefit from fresh air and exercise. They develop confidence in their physical skills by using a range of small and large equipment both at the setting and on outings, such as to the park. Older children clearly enjoy taking part in singing and dancing while listening to the music tape. They enthusiastically wiggle different parts of their bodies, engage in action songs, such as 'wheels on the bus', and march around. Babies confidently pull themselves up on the wooden cot slats or a staff member's leg and practice their developing skills, such as taking their first steps, by good support from staff.

Staff respond to young children and babies' individual routines with regards to their sleep needs. They recognise signs of tiredness and respond by gently rocking them to sleep in their arms after a warm bottle of milk or by laying them in a cot with their favourite teddy or comfort blanket.

Children are helped to be well nourished. A five week menu is planned to ensure that children have a variety of generally nutritious and well balanced meals and snacks throughout the day, in line with the 'smile for life' accreditation. This includes a good range of fruit and vegetables. Children happily tuck into the chilli and rice; they clearly enjoy this as they ask for second helpings. All children have accessible beakers or bottles of water, which promotes their all round good health. Older children are reminded by staff to have a drink before and after engaging in music and movement.

Children are protected from infection because staff generally implement effective policies and procedures. For example, those responsible for preparing food have attended training, staff wash their hands and wear aprons before serving food to children and young children's clothes are changed if they are soiled or wet to ensure that they remain comfortable. Displayed routines and signs remind staff of good practice, such as during the nappy changing routine, which staff follow. All children have individual bedding, which is stored in their own bag and washed weekly and good information is provided for parents with regards to illness, which minimises cross-contamination. Generally good procedures ensure that children are well taken care of if they have an accident.

Children over two years are involved in good routines to help them learn to understand simple good health and hygiene practices. For example, they help themselves to tissues and wash their hands before they eat. However, hand washing does not extend to the under two's room. Older children are additionally involved in topics, such as learning about good oral health through a visit from a dental hygienist. During discussion, children demonstrate a good awareness of the importance of not eating too many sweet things and name a range of foods which are good for them.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Overall, children's welfare is promoted because risks are generally identified and minimised suitably to keep children safe. For example, good security ensures that access to the premises is monitored, cleaning materials are kept out of reach and staff fasten young children securely

in highchairs and take bibs off before they sleep. However, food is given to very young children before it is sufficiently cooled and small portable heaters, newly provided in the under three's rooms to help maintain an adequate temperature, are not included in the risk assessment. Children use a generally good range of suitable, well maintained and safe equipment, appropriate to meet their needs and promote their all round development.

Children are safeguarded because staff understand their role in child protection. Two senior staff members have been designated responsibility for dealing with concerns and have attended training to enhance their knowledge and understanding of this subject. Other staff members are able to identify a suitable range of possible signs and symptoms of abuse and neglect and know that they must pass on information to a senior staff member. Although there is a generally detailed child protection statement in place it is not in line with the most up-to-date safeguarding procedures.

Children are cared for in a bright, welcoming environment. Areas are very child centred and a good range of attractively displayed artwork, posters and photographs, in particular in the pre-school room and entrance, create a strong visual impact. Space is generally utilised well in the pre-school room. It is satisfactorily organised in the under three's areas to meet the individual needs of children, enable staff to organise a variety of activities and play opportunities and to enable babies' individual sleep patterns to be facilitated. Children readily access resources set out at low-level, thus, enabling them to make choices about their own play and learning.

### **Helping children achieve well and enjoy what they do**

The provision is good.

All children clearly enjoy their time within the setting and spend their time purposefully overall. They are well settled and present as happy. This is as a result of positive relationships being formed with key workers and other staff during settling-in visits. This particularly helps babies and young children to develop a good sense of security. Children excitedly enter the setting and immediately start playing, for example, with their peers in the home corner, or readily approach the inspector to look at, and talk about the laptop.

Babies and young children in the under three's rooms confidently explore their environment. Staff are familiar with the 'Birth to three matters' framework and use this well to plan activities to support children's development. Well devised, individual records are maintained and include observations and a range of photographs. Staff use their observations to look at children's next steps for learning and practical support for this. This means that staff are proactive in helping children make good progress. 'Birth to three matters' slips are provided in the entrance for parents to contribute information to their child's development file.

Young children engage in a good range of activities to encourage exploration and discovery, such as custard, finger painting, beans and sand. A satisfactory range of general resources are set out for children to freely access. Staff interact warmly with the children and encourage them to become skilful communicators. They acknowledge words or gestures of very young children attempting to find a voice, repeat words and talk to children about what they are doing, such as when they are emptying the wooden objects out of a wicker basket or feeling the texture of the beans and custard. Young children use their voices to make contact and let staff know what they need and how they feel, for example at lunch time. Staff encourage children to describe how the beans or custard feel as they explore the texture and jump in surprise as the paint splashes them; resulting from very enthusiastic potato printing.

Staff explain that when they are providing before and after school and holiday care for school-aged children they extend activities and provide more challenging resources to ensure that they are well occupied and engaged in a variety of activities. They encourage children to make choices about what they would like to do, asking them to contribute ideas. As children were not present during the inspection, the outcome for this age group could not be assessed.

#### Nursery Education.

The quality of teaching and learning is good. The room leader and other staff have a generally good understanding of the Foundation Stage. They have regular opportunities to keep up-to-date with current issues and further enhance their knowledge and practice through meetings and support from the Early Years teacher team. All staff take part in planning and in organising the daily focussed activity and plans generally reflect a broad and balanced curriculum. Assessment records show regular observations, however, children's starting points are not thoroughly identified and children's progress is not linked to the stepping stones. Consequently, this means records are not fully effective in helping staff to track children's progress to fully plan their next steps for learning. Staff are enthusiastic, motivated and spend a large amount of their time sitting directly with the children to support their learning. However staff do not always ask open ended questions and there are missed opportunities within the daily routine, such as snack time, to challenge, support and help children to achieve as much as they can.

All children show high levels of involvement in activities, have a positive attitude to learning and persist for extended periods of time at an activity of their choosing, such as the laptop, train track or pairs game. This is as a result of staff creating an exciting, varied and generally accessible environment. Children confidently initiate interactions with others. For example, two children cooperate well as they lay a blanket on the floor in the reading area, meticulously pulling out the corners to ensure that this is flat. They tell the inspector that they are having a picnic and proceed to set out cups, play food and utensils; they find a teddy and sit it in front of a set place. Children are developing good personal independence. They help themselves to an apron, pour their own drink and spoon the banana onto their plate at snack time, and cut up their food, showing good co-ordination with the cutlery.

Children use language confidently in a range of ways. For example, they clearly speak to others about their wants and interests, for example, as they approach the childcare inspector to show their potato prints or tell them that they know how to operate the laptop. Children clearly recognise their name as they readily self-register on arrival, and experiment with different ways of writing, for example, as they make a shopping list. Children show an interest in numbers and counting. They say how old they are, reinforcing this with their fingers and older children count reliably up to 10 objects, such as, wooden bricks, their fingers or the spots on the ladybirds. Children attempt to write numbers to represent how many shapes they have printed, with older children doing so successfully. Children solve problems and show a good awareness of similarities and differences in shape and size as they match the wooden blocks to the stencilled card, choose the correct block to ensure that the tower of bricks doesn't topple and play a shape pairs game.

Children readily notice features in their environment as they complete the weather chart during each morning, saying that it is windy and raining. They show interest in a range of technology, such as the laptop, following simple programmes and using the mouse competently, for example, to turn over the cards while playing the pairs game. Children learn about their local community through a range of outings, such as to the library and people are invited into the setting to

extend children's learning with exciting activities. For example, an employee from a bakery showed children how to make hedgehog bread.

Children successfully use tools in a range of ways as they engage in a variety of activities which require hand and eye coordination, such as cutting, mark-making, painting, dough and filling pots of sand to make castles. Children enthusiastically join in with singing and explore sound as they excitedly use musical instruments. They show good imagination as they engage in role play based on their own experiences, for example, as they pretend to feed the doll or make a cup of tea and cheese sandwich for the inspector in the home corner area. Children are provided with some good opportunities to explore media and materials, however, there is a lack of easily accessible arts and craft resources to enable them to freely express and communicate their ideas.

### **Helping children make a positive contribution**

The provision is good.

All families and children are welcomed positively into the setting. Staff effectively work in close partnership with parents, carers and external professionals to ensure that children's individual needs are met. Good information, such as the prospectus and key policy pack for new starters, is exchanged before placement to ensure that parents are fully informed about, and in agreement with, the child care practices. Parents are asked to complete the 'all about me' booklet to contribute to children's progress records and an entry record enables staff to obtain all necessary information to enable them to provide good quality care. This includes information about home routines, comforters, favourite songs, games and activities, favourite foods and how a child likes to go to sleep.

Parents are regularly updated through newsletters, parents' evenings, which occur twice yearly, and displayed information in the entrance and children's rooms. Their comments and suggestions, both positive and negative, are sought through questionnaires, one of which is given after children have initially settled. Parent feedback is valued and used to enhance the setting and care provided. A daily record is provided for the parents of younger children and the weekly menu is displayed in the entrance for the pre-school parents along with a white board showing activities and topics. There are satisfactory arrangements for the daily exchange of verbal information. Parent feedback is very positive about the setting and care of their children.

Children benefit from a good range of resources that help them value diversity, such as posters, books, role play resources, wooden people dividers and small world figures. The setting celebrate a range of festivals to help children learn about the cultures and beliefs of others and make links to home, for example, by finding about familiar words in relation to children who use more than one language.

Staff present as positive role models; they speak respectfully to each other and the children and use good manners. Children are well behaved as staff use a range of generally positive and appropriate strategies to manage or prevent any unwanted behaviour. For example, staff in the under two's room use good distraction techniques and offer sensitive explanations to help very young children learn to share. Older children work harmoniously, respond well to instructions and are involved in discussions about taking turns. Staff show that they value and encourage good behaviour in most aspects, important in building children's self-esteem and confidence. They use meaningful praise and celebrate children's achievements with reward certificates or stickers, which children proudly show to the inspector. However, positive reinforcement is not always used to encourage children to eat their lunch.

Children's social, moral, spiritual and cultural development is fostered.

Partnership with parents and carers in relation to the nursery education is good. Parents are provided with a range of information about the Foundation Stage. They are continually informed about on-going topics or themes and are invited to contribute to these, such as the colour of the week, through the suggestion book and home link ideas in newsletters. Parent evenings provide opportunities for parents to discuss their child's progress with a key worker and assessment files are open to parents at any time, although at present these are not fully informative. Parents are invited into the setting as part of topics or themes, for example, 'people who help us'. They are encouraged to pass on information to contribute to children's records, including significant achievements, such as a swimming certificate. Children take turns to take home Barnaby bear and parents are asked to record his adventures through the diary and annotated photographs.

## **Organisation**

The organisation is good.

Children flourish in a generally well-organised environment where they feel at ease and develop high levels of independence and self-esteem. Excellent systems for the evaluation of the setting means that the provider has a clear sense of purpose and a commitment to continual improvement. A yearly outcomes handbook is completed by management. This entails two standards being looked at each month and links are made to the document, including recording next steps. Future plans and the implementation of changes in practice are then cascaded to the staff team in regular meetings.

Recruitment and vetting procedures contribute highly to children being cared for by staff with a good knowledge and understanding of child development. All staff members are qualified to level three status and regular appraisals identify strengths, areas for development, training interests and training requirements. Generally good induction procedures take place to ensure that staff are clear about their roles and responsibilities, although some of the generally comprehensive policies and procedures are not reflected in some aspects of the practice.

Staff are effectively deployed to ensure that children are supported and able to take an active part in the setting. Clear roles and responsibilities are effectively designated, such as the nursery SENCO or deputy manager. Staff are supported in their specific role, for example, through training, enabling them to implement their skills to promote the well-being of all children. Excellent and consistent routines ensure that children know what is happening on a daily basis, which helps them to feel secure. Older children are clearly familiar with these as they tell the inspector that they are tidying up for snack time.

Documentation is generally comprehensive and well organised. Record keeping systems are generally used to a good standard to promote the efficient and safe management of the setting, children's welfare and meet individual needs. For example, accident records are effectively recorded and monitored as part of on-going risk assessments.

Overall, the provision meets the needs of the range of the children for whom it provides.

Leadership and management in relation to the nursery education is good. Staff and management share a clear commitment to providing good quality care and nursery education for the children and generally understand what this entails. The owner and manager are excellent role models; they are enthusiastic and work directly in the rooms to support staff. The staff throughout the

provision are professional, work well as a team and they engage with the children to promote their learning effectively in most aspects. This has a positive effect on the children's care and learning. Staff have a very positive approach to development and improvement. Good links are maintained with schools to ensure a smooth transition for children from the setting, ensuring their continual confidence, self-esteem and security.

### **Improvements since the last inspection**

At the last inspection the setting received a number of actions in relation to; induction procedures; record keeping; safety and child protection. A number of recommendations were additionally raised in relation to; records reflecting children's development; safety of the outdoor area and water in the bathroom and information for parents.

Children's welfare is enhanced because key staff have developed their knowledge and understanding of child protection through training. Radiators are now guarded, running water in the children's bathroom is now maintained at an appropriate temperature and a fence has been fitted in the outdoor area to make the area secure.

An induction checklist has been devised, which includes health and safety, and this is completed within the first week of employment with new staff. This means that they are informed about their roles and responsibilities and the policies and procedures of the setting, which promotes children's well-being. Record keeping, important for the efficient and safe management of the setting, is enhanced because staff times of attendance is now recorded.

Staff now maintain progress records to ensure that children's development is monitored, which promotes their care, learning and play.

Partnership with parents is enhanced because the complaints procedures now includes the regulator's contact details.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):



- ensure that hot food and electric portable heaters do not pose a risk to children and update the child protection statement in line with the Local Safeguarding Children Board
- ensure that staff follow the setting's policy with regards to mealtimes
- further improve good hygiene practices in relation to hand washing in the baby room.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve the range of freely accessible resources which enable children to express themselves through their own art and sensory experiences
- further develop children's records to ensure that they show a clear picture of progress and are effectively linked to the stepping stones
- extend the range of open-ended challenging questions that make children think and use everyday opportunities within the daily routine to challenge, support and help children to achieve as much as they can.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)