

# 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>	03/08/2009
<b>Inspector</b>	Wendy Fitton
<b>Setting address</b>	Old Hall Square, Worsthorne, Burnley, Lancashire, BB10 3NS
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

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 37 children aged from three months up to eight years may attend. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

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 have access to individual base playrooms according to their needs and share access to a newly developed enclosed outdoor play area. There are bathroom and changing facilities, a kitchen, an office and staff facilities.

There are currently 44 children on roll and 22 children receive funding for nursery education. The nursery employs eight staff including the provider. Most staff have qualifications in early years and education.

## **Overall effectiveness of the early years provision**

Overall the provision is good. The nursery provides a very welcoming and fully inclusive environment where children enjoy their time, are safe, well cared for and make good progress in their learning. Excellent communication systems within the nursery ensure all staff are constructively involved in self-evaluation. Plans for the future are extremely well documented to continually improve and maintain the quality of the provision. Partnerships with parents are positive and parents are encouraged to be involved with all aspects of the provision. The setting liaises with other providers to ensure progression and continuity of learning and care.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- continue to develop the system for planning, observation and assessment to meet with children's needs and interests, clearly identifying their future learning as they progress towards the early learning goals.

## **The leadership and management of the early years provision**

The provider and all staff work effectively as a dedicated team to provide good quality care and education for children. There is active involvement of all the staff team in the evaluation process and staff meetings, appraisals, children's questionnaires and parental evaluations are used to discuss and disseminate ideas and practice. The nursery identifies the strengths and weaknesses and clearly targets any actions needed for further improvement. The nursery has responded

positively to the recommendations from the last inspection which has had an impact on children's safety and well-being. There is full commitment from management to strive to improve the outcomes for children.

Children's needs are well met through the maintenance of detailed policies and procedures required for the very safe and efficient management of the provision. Documentation is well organised, up-to-date and is reflected in practice to promote all aspects of children's needs. Policies are regularly updated and the operational plan is reviewed monthly. A development plan is devised each year in liaison with staff and parents. There are robust recruitment and vetting procedures which maintains the suitability of staff and promotes the children's safety and protection. Staff know and understand the safeguarding procedures and what to do in the event of any concerns. Staff are qualified, experienced and deployed effectively to meet the wide range of ages and development needs of the children. Good quality risk assessments ensure effective actions are taken to manage and eliminate risks.

The setting believes that children benefit most when parents and staff work together in partnership to ensure quality care and learning for the children. The nursery team welcomes parents as partners and this relationship is built on trust and understanding. Parents are supported in an open and sensitive manner. There is welcome information, induction and settling in procedures. Parents are provided with a newsletter to keep them up to date with organisational information. Children under two years take home a communication diary that highlights all their daily routines and care programmes. Parents have access to children's learning profiles and photographs of them during their play. Staff work in liaison with parents to identify individual likes and dislikes and encourage the parents to become involved in the activities. Parents complete a settling in questionnaire which enables staff to plan and review routines and care practices. Every year parents complete a questionnaire to formulate the basis of an annual business plan to make continuous improvements to the setting and the services provided.

## **The quality and standards of the early years provision**

All staff have a good knowledge of the learning and development requirements and are confident in helping children to become active learners. Key workers plan activities and experiences for children within their base rooms. However, this procedure is not clearly evident to identify individual needs and interests or to target children's development needs. The system for observation and assessment does not fully identify future steps for learning to assess children's progression through the early learning goals. Children play freely and access a well planned environment that is tailored to meet the six key areas of learning and enables the children to make decisions about what they want to do. They respond to the routines and rhythms of the day and are confident and secure in their own environment. Every child has a profile that holds some observations, learning journeys, photographs and their own artwork. Children are well supported and encouraged to develop their learning and knowledge. Staff know their children and work in partnership with parents to individual routines and care plans.

Children develop their personal, social and emotional development through positive

support and nurture. They are very confident, happy and secure with the daily routines and rhythms. They play sociably and friendships are evident. Children feel a sense of belonging when they self-register and see their own pictures and photographs on display. They develop a sense of their own personal needs when they have a drink, relax and recharge after outdoor play. Children are part of a print enriched environment where they see lots of labels and letters on everyday furniture and objects. They have free access to books and staff repeat words back to younger children to extend their speech and language. Children listen and respond to instructions, and listen and talk in turn during circle time. There are lots of opportunities to mark make with a variety of different mediums that include pens, pencils, crayons, felt tips, paint and the white board. Children learn about technology toys using telephones, shopping tills, a lap top and keyboards. They learn about people in their community and people who help us when the police and fire officer visit. They discover the outdoor environment and visit the farm to see the animals. Babies explore the treasure baskets and natural materials using all their senses. The newly developed outdoor play area enables the children to access fresh air daily and develop their physical skills through climbing, throwing, catching and pedalling. Children thread different shapes and colours and learn about numbers during everyday routine counting and singing. They problem solve as they line up in front of or behind and calculate who is first in the queue. They play imaginatively during role play, they take on adult roles when they pretend they have babies, wrap them in blankets feed and dress them children enjoy singing, music and movement and making music and sounds with the instruments.

Staff are fully committed to good quality care which actively promotes the children's health and well-being. They have good knowledge of safeguarding children and the procedures to follow. Children are made aware of the boundaries of the setting and adhere to the health and safety procedures. As a result, children are allowed to take risks in a supported environment to allow them to learn about their boundaries. For example, staff use of stories to support their thinking and try not to over-protect them. Children develop an understanding of dangers and how to stay safe. They access the climbing frame outdoors and learn the dangers and that rules and boundaries are in place to help them stay safe. Staff practice road safety with the children, take opportunities in routines and play to discuss danger and keeping safe. Children are encouraged to look after their own personal hygiene, washing their hands before food, after visiting the toilet and blowing their nose or sneezing. There are pictorial instructions for hand washing and nose blowing. There is an atmosphere and environment at the setting where children want to learn and be able to engage and concentrate. Children are encouraged by good example to value what others say, to listen, to respect and share.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met