

# Woodley Kiddi-Winks

Inspection report for early years provision

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**Unique reference number**

EY389436

**Inspection date**

10/09/2009

**Inspector**

Judith Anne Kerr

**Setting address**

Woodley Nursery Building, Bankfield Road, Woodley,  
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**Type of setting**

Childcare on non-domestic premises

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## 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.

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## Description of the setting

Woodley Kiddi-Winks is one of two nurseries privately owned by the provider. It opened in 2009 and operates from three rooms in a converted school in the Woodley area of Stockport close to shops, parks, schools and public transport links. Children have access to an enclosed outdoor play area to the rear of the nursery. The nursery is open each weekday from 7am to 6pm for 51 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 75 children may attend the nursery at any one time. There are currently 58 children under five years old on roll who attend on different full and part-time places. The nursery currently supports children with disabilities.

A total of 13 staff are currently employed to work with the children and of these nine hold appropriate early years qualifications. Another four members of staff are working towards a recognised award. The nursery provides funded early education for three and four year olds. It receives support from the local authority in Stockport.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff focus on recognising each child as an individual. Children follow their own interests and also have access to a wide range of stimulating planned activities, which supports their welfare, learning and development well. Children are safe and secure which enables them to settle well. Their individual needs are successfully promoted as staff establish beneficial partnerships with parents and others. Effective processes are in place to monitor and evaluate the setting and to target specific areas for improvement, which are continuous and ongoing.

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

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

- further develop the role of the key person to help the baby or child to become familiar with the provision and to develop a genuine bond with the child and the child's parents
- further improve the work in partnership with parents to involve them in their child's continuous learning and development.

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

Staff have a clear knowledge and understanding of safeguarding procedures; they are familiar with potential signs of abuse and know how to report concerns appropriately. Risk assessments are completed for the premises and outings to monitor children's safety. Thorough procedures are in place to ensure staff are suitable for their role at the point of recruitment and also that they remain suitable. Visitors' identification documents are closely checked prior to admission to the premises and they are also required to sign a record of times of entry and departure. All the required documentation and consents relating to the welfare of the children are in place and stored to respect confidentiality.

There are clearly targeted areas for improvement in order to continually enhance the quality of care, learning and development for all children. Staff recognise that planning for individual children together with the development of the outdoor play space are areas for future improvement. All staff are involved in ongoing discussions to evaluate the success of current planning and identify any adaptations required. Thorough procedures are in place to ensure staff are suitable for their role and committed to ongoing training in order to continually improve their practice. Staff work well together as a team and know each of the children as individuals. Regular supervision and appraisals highlight areas for future development and additional training.

Staff establish positive partnerships with parents and as a result, this is a key strength of the setting. Parents receive comprehensive information about their child's welfare, learning and development. Questionnaires provide ongoing opportunities for parents to put forward their ideas, which are always acknowledged by staff. Parents express high levels of satisfaction with the service provided. However, they are not involved in identifying what children already know and can do when they first start at the setting and do not receive information as to how they can support and consolidate their child's learning at home. Well-developed systems are in place to share information with other settings and to ensure consistency for children's learning and development.

## **The quality and standards of the early years provision and outcomes for children**

Staff are developing their understanding of the Early Years Foundation Stage which ensures that children enjoy valuable play and learning experiences whilst at the nursery. Children are fully included and are able to contribute their ideas and suggestions to staff who then plan a range of stimulating activities which maintains their interest. Play plans are in place to monitor the breadth and balance of the curriculum being delivered to the children. These are displayed for parents to ensure they are aware of what their children are doing. Observations which are linked to the six areas of learning are undertaken but staff do not use these consistently to plan for children's next steps in learning and thus support them effectively as they develop.

Children develop good communication skills as staff engage with them, ask open-ended questions and listen intently to what they have to say. Babies and younger children have lots of eye contact with staff who respond to their gurgles and early attempts to form words. They listen to what the children are saying. Books are attractively organised for children to help themselves during the day. The children mix well together, offer one another support and this contributes to them learning about others and themselves. Discussions about why some people wear glasses, use a wheelchair or need a hearing aid enhance their understanding of diversity. Resources which promote children's awareness of the wider world are plentiful. These include dressing-up clothes, disabled figures, jigsaws and books. Children are encouraged to widen their tastes by experimenting with different foods. For example, they enjoy Chinese, Italian and Indian dishes.

The staff encourage children to work out solutions for themselves. They only intervene at the request of children, to provide assistance if required. Children use scissors and know how to handle them safely. They enjoy a good balance of adult and child-led activities that results in them being active learners who can think critically. Using a variety of materials and textures helps children to develop their creativity and imagination. For example, babies enjoy painting with their hands and feet, blowing bubbles in the water and exploring the shaving foam containing glitter. Toddlers collage leaves, explore the gloop and make marks in the paint using cars. Older children make elephant masks, mould the dough and build models of dinosaurs using recycled boxes and tissue paper.

Good quality care for children is offered through staff's high commitment to implementing effective strategies to promote their social, physical and economic well-being. Children's good health is effectively promoted. Meals are cooked fresh on the premises each day with a focus on ensuring children receive at least 'five a day'. Outdoor and indoor spaces, furniture, equipment and toys are suitable and safe for children of different ages. Staff are good role models with a consistent, positive approach. As a result, children appropriately manage their own behaviour, for example, willingly sharing dough with a newcomer and patiently taking turns to wash their hands before lunch. Children learn about stranger danger, the Green Cross Code and how to evacuate the building in an emergency.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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