

# Kiddiwinks Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	500114
<b>Inspection date</b>	10/11/2009
<b>Inspector</b>	Rachel Ruth Britten / Debra Elizabeth Jean Dahlstrom
<b>Setting address</b>	397 Wilmslow Road, Manchester, M20 4WA
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<b>Email</b>	
<b>Type of setting</b>	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).

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## Description of the setting

Kiddiwinks Day Nursery was registered in 1995. The setting is privately owned and operates from a semi-detached house situated in the Withington area of Manchester. Children are cared for within four rooms located on two floors. There is an area available for outdoor play. A maximum of 52 children aged six months to five years may attend the setting at any one time. The setting is open five days a week from 7.30am to 6.00pm all year round. Children attend from the local community and surrounding areas.

There are currently 36 children on roll aged from 10 months to four years. All of these are within the Early Years Foundation Stage (EYFS). The setting receives funding for nursery education. The setting supports a number of children who speak English as an additional language.

The setting employs seven members of staff, including the manager, who is qualified to level 4 and is working towards Early Years Professional Status. Five staff are qualified to level 3 in early years and the two staff who are qualified to level 2 are working towards level 3. In addition, the setting employs a cook and an administrator. The setting receives support from the local authority early years advisory team.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting adequately meets the learning and welfare needs of each child so that they make sufficient progress, including where English is an additional language. Partnerships are now satisfactory and leaders have implemented numerous improvements which lead to clearer communication and involvement on all levels, including with safeguarding issues. These are based upon clear action plans and some self-evaluation, demonstrating the setting's capacity to improve. However, aspects of the environment, resources and staff deployment still hold back children's health, safety and well-being.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that the indoor and outdoor spaces and equipment are safe, clean and suitable, in particular the outside steps, entrance doorways and flooring, outdoor play equipment and indoor radiators (Suitable premises, environment and equipment) 10/12/2009
- ensure that the daily attendance registers are accurate and up-to-date at all times (Documentation). 10/12/2009

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

- ensure that all children's files are in use day-to-day for observations, summaries of progress and next steps plans and that planning of activities is based upon children's next steps, interests and experiences, both inside and outside of the setting
- facilitate more fruitful day-to-day exchange of information between key workers, parents and any other providers, utilising photographs and progress files, in particular where parents speak English as an additional language
- improve staff team working and room use so that every child is fully included, feels a sense of belonging and has their needs best met.

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

Children are suitably safeguarded because staff are satisfactorily recruited, vetted and inducted and their work regularly appraised. They receive adequate training to know what action to take in the event of a safeguarding issue and they are vigilant about children's safety. However, daily attendance registers are not being accurately used to ensure that it is always known exactly who is on the premises in the case of any emergency. Risk assessments are adequate, but are not being effectively used to ensure that children enjoy a suitable temperature in all parts of the nursery, are using clean and safe outdoor equipment, and can move about safely when the weather is wet with fallen leaves. All required policies and procedures are in place, including complaints records, and all have been organised and updated to meet the welfare requirements of the EYFS.

Required staff-to-child ratios are met and the key worker system has been developed to provide for key workers to attend to their own children's personal care needs and to spend small group time working to provide for their individual next steps. However, some children are not currently based in their home rooms, with their own resources, plans and development files to hand. This is producing strains in team working which hold back best practice and the provision of the best care and education. Nevertheless, most resources in the nursery are accessible, well labelled and well set out, allowing children to make choices and link ideas. Some improvements to displayed information and children's work help children and adults to feel more welcome but there is still little photographic evidence of the children's activities, and displays are not presently relevant to some of the children because it is not their own home room. Instead, files of photographic evidence have been prepared to illustrate how the setting provides the six areas of learning and the five outcomes for children, but these have not been greatly used.

The manager has worked consistently to drive and embed improvements. She is well organised and diligent in reviewing and reorganising various strategies to improve the setting. Clear action plans, delegation of duties and realistic timescales have been used to prioritise areas of identified weakness, in particular aspects raised at the last inspection and from parental questionnaires and complaints. All staff are making more use of the EYFS Practice Guidance and cards to plan and

provide better for individual children's learning and development needs. Monitoring systems are in place to ensure that policies are reviewed twice a year and staff core skills remain up-to-date, including EYFS, first aid, food hygiene, safeguarding and behaviour management. Parents are involved in completing details of their child's starting points so that key workers can plan with them the first priorities for their child's next steps. Similarly, parents are now shown periodic summaries of their child's progress in the six areas of learning so that they can see progress over time as well as the simple daily report sheets. However, there is still little useful day-to-day exchange of information between parents and key workers, especially where children attend for short sessions or their parents do not speak much English.

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

Overall, children make sound progress in their learning. Staff praise and encourage children's achievements and provide suitable areas within each home room where children can choose resources and play independently and creatively. Babies and toddlers can reach for treasure baskets containing a range of textures and household objects to explore and stimulate their senses, and all children are enjoying music, singing and a range of instruments to support their social and creative development and their problem-solving and communication skills. Children's starting points are established in conjunction with their parents, and key workers plan and provide for each child's individual next steps. Key workers understand how to weave the six areas of learning into their input with children and spend time with their key children as much as possible. Staff make both spontaneous and planned observations of children's interests and what they can do. These observations are summarised every eight weeks to show how children are progressing in each of the six areas of learning and to prioritise their next steps. However, files are not up-to-date enough to be used day-to-day with parents and there is still too little connection between children's home interests and experiences and the activities taking place in nursery to maximise children's enjoyment and achievement.

The balance between adult- and child-led activities is appropriate. A visual timetable is displayed for children to see what is happening next and staff lead stimulating and interesting learning sessions with them. For example, two-year-olds take part in a singing and music session. They choose their instruments, learning how to share them and take turns. They learn to stop making music when the red book cover meaning 'stop' is held up and they put their instruments down on the floor. They tap out the number of syllables in their name and use their fingers to count out how many syllables there are. The activity is thus utilised to promote various aspects of learning. Similarly, toddlers and babies enjoy the tactile messy experience of playing with messy foods, such as tomatoes, peas and peaches. Staff mostly talk to children and provide appropriate challenge and extension to their chosen role plays and activities. Staff support children's health and safety competently, reminding them about hand washing, supporting their developing mealtime habits and providing a range of cutlery. They ensure that runny noses and coughs are managed with use of individual tissues placed in the

bin after use. They remind children about walking carefully where it is wet, but do not proactively use risk assessment and maintenance of the setting as learning opportunities that include pre-school children.

Children generally know how to behave and take care of their environment and resources. They are reminded to drink from their water bottles regularly and enjoy a healthy nutritious diet. They generally display confidence and self-esteem and some enjoy seeing photographs of their families displayed on the walls. However, some staff are less skilled at managing children's behaviour positively and talking age-appropriately. Children play with an adequate range of resources promoting positive images of other cultures and have some appreciation of the diverse home languages represented. This is because some staff take time to use familiar key words in the child's home language and make labels for areas and items in use in the rooms. However, opportunities to develop children's confidence through exchange of positive information with parents are underused, especially when children attend for shorter sessions and/or their parents do not understand much English. Children enjoy some trips to their local community, including to the shops, parks and story time at the library. This supports them in learning skills for the future.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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