

# Kiddiwinks Fun Factory Limited

Inspection report for early years provision

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**Unique reference number**

EY401284

**Inspection date**

01/10/2010

**Inspector**

Debra Dahlstrom

**Setting address**

Acorn House, Bradfield Road, Urmston, MANCHESTER, M41  
9PD

**Telephone number**

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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**

Kiddiwinks Fun Factory registered in 2010. The setting operates from a former Scout hut in the Urmston area of Trafford. Children attending have access to a hall and a further two smaller rooms. There is an enclosed outdoor play area and use of local school playground. The after school club is open each weekday from 3.00pm to 5.45pm term time only. Apart from the Christmas holiday the club operates during school holidays from 8.00am to 5.30pm. The setting is registered to care for a maximum of 40 children from three years to under eight years. There are currently a total of 32 children on roll of which 10 are on the Early Years Register. The setting is also registered to care for children on both parts of the Childcare Register and supports children who use English as an additional language. There are a total of five staff that hold level 3 qualifications and one staff member currently working towards level 3. The setting is able to collect from three local schools.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The setting values the unique needs of each child as it suitably promotes their welfare. An enthusiastic and generally well-organised management team and a supportive and knowledgeable staff group enable each child to make good progress in their learning and development. Parent partnerships are strong whilst the setting continues to develop partnerships with other settings. Committed to improving practice, staff review their service as it works closely with children, parents and the Local Authority support team.

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

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

- develop further, links with other providers delivering the Early Years framework in order to assist children in their learning journey
- review current snack time arrangements to enhance children's independence and self-help skills

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

Recruitment and selection of staff is thorough to ensure only suitable persons are appointed. Staff are knowledgeable about possible signs of child abuse and the correct procedures to follow. Designated persons responsible for safeguarding are suitably qualified and ensure they remain up to date with ongoing training. Risk assessments are comprehensive as children are cared for in an environment that is both safe and supportive. They learn to be conscious about safety without being fearful, as they show a clear understanding of ways to keep safe. Walks to and

from local schools, for example, are conducted in an orderly manner as children wear high visibility clothing and are mindful of road safety at all times. Access to the setting is closely monitored electronically to ensure children are protected from unauthorised persons. Children learn to play safely, to value the resources they have in their setting and their wider environment.

The provider plays an active role as part of the management team and is successful in inspiring staff as they collectively work together to improve outcomes for children. In the short time since registration changes to the building and the deployment of staff and resources ensures a welcoming and inclusive environment for children. An effective key worker system for all children attending the setting contributes to a sense of belonging for all. Children are regularly consulted in the planning, reviewing and developing the service and so improve their outcomes for the future.

Parents are happy with their children's care and progress and the service they receive. Information about their children is sought at the beginning to assist them in settling quickly and plan for their learning. Parents feedback regularly using questionnaires provided, and are impressed with the improvements made particularly to the interiors, menus and the range of activities and equipment for children. Using themes, such as, 'All about me' enables starting points to be promptly established with parents. Some links with local schools are strong, meaning that the settings are working closely together in order to help children manage the transitions well. However, currently links with other schools are less well established.

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

Children feel safe, they arrive happily and settle quickly at the setting. They confidently describe their school day as staff take time to listen to their individual experiences. Younger children in particular seek out their key workers or special adults. They sit with them and read their reading books brought from school to the adults who listen patiently. Staff offer support and encouragement as younger children sound out their words and read with increasing confidence and fluency. Linguistic diversity is also valued. For example, families who speak English as an additional language are encouraged to share basic words in a child's home language or contribute to number displays from one to 10.

Children make good progress and have many opportunities to develop skills for the future. They have access to a range of good quality equipment that promotes information and technology. Children particularly enjoy the large electronic white board, as they readily draw or write their names or devise simple stories. Often in their play children are pretending to be in school, thus providing valuable opportunities to revisit work they covered in the classroom, such as, simple spellings or number work.

All children are encouraged from the start to contribute their own ideas and

expectations of behaviour at the setting. Staff, support children in devising their own rules, which relate to safety, showing kindness and concern for others. These are then written as simple statements with the authors name clearly displayed on laminated posters around the setting. Thus, making all children feel valued and respected. Minor conflicts are generally resolved with great success, for example, as children remind each other of the timescales involved in using the computer games. Staffs are good role models, they sensitively help support children to manage their own feelings and respect the feelings of others.

The setting overall, is well organised as staff encourage children to be independent and competent learners. Younger children, for example, make their own folders for their work. They collect their tools and resources they will need for their tasks and diligently work with minimal assistance. However, children's experiences at snack times, mean they are given more support and direction than is needed.

Children have fun at the setting; a lively atmosphere is created as they enjoy dancing on their interactive dance mats and follow predetermined routines. They switch on the music centres and adjust the volume accordingly. Outdoors children benefit from a large enclosed play space, where they can build 'dens' using ropes and tarpaulins, or take part in sports coaching offered during the holidays. Children learn about all types of exercise and the effects of exercise upon their bodies measuring heart rates, and using different muscle groups. Healthy food choices are promoted as children enjoy a variety of hot and cold snacks. They are interested in home grown produce and enjoy apples from both the garden at the setting and those brought in by parents from their apple trees at home.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	3
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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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