

Kiddiwinks Day Nursery

Inspection report for early years provision

Unique reference number

EY434298

Inspection date

19/04/2012

Inspector

Tara Street

Setting address

Kiddiwinks Day Nursery, New Road, DINNINGTON, South
Yorkshire, S25 2QT

Telephone number

07765 451236

Email

admin@kiddiwinks-nursery.co.uk

Type of setting

Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Kiddiwinks Day Nursery is privately owned and managed. It was registered in 2011 and operates from the former baby clinic premises in the Dinnington area of Rotherham. Children have access to a secure and enclosed outdoor play area. A maximum of 51 children aged under eight years may attend the nursery at any one time, of these, not more than 20 may be aged under two years. The nursery currently takes children from six months to five years of age. The nursery is open Monday to Friday from 7.30am to 6pm for 51 weeks of the year, excluding bank holidays. The nursery serves the local and surrounding areas and children attend for a variety of sessions.

There are currently 42 children on roll who are all within the early years age range. Of these, 17 are in receipt of funding for early education. The nursery supports children who speak English as an additional language. The nursery is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register.

There are eight members of staff, including the manager, who work directly with the children. Of these, one holds a qualification at level 4, four hold a qualification at level 3 and three hold a qualification at level 2, of which two are currently working towards a qualification at level 3, all in early years. The setting is a member of the National Day Nurseries Association and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle very well and receive a good level of care because the qualified staff work closely with individual children and their families. All children make good progress in their learning and development. They enjoy a wide range of play opportunities, both indoors and outside which cover most aspects of learning well. Outcomes for children are good and their safety and well-being are given priority. Robust systems of self-evaluation are in place and overall partnership working is effective. As a result, the capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- extend systems to enable parents and carers to review their child's progress regularly and contribute to their child's learning and development record
- enhance children's experience further by planning an outdoor environment that is rich in signs, symbols, notices, numbers and words that take into account their differing interests
- provide additional opportunities for children to use information and

communication technology and programmable toys to support their learning.

The effectiveness of leadership and management of the early years provision

Children are well protected because all staff have a good understanding of safeguarding procedures and know when to take action to safeguard children in their care. Staff are aware of the possible signs of abuse and know what to do if they have concerns about a child. Children are effectively protected as the well-qualified staff team keep the premises secure and supervise the children at all times. Robust recruitment procedures are in place and staff are vetted for their suitability, protecting children's welfare. Regular risk assessments ensure hazards are reduced and staff follow a clear site security policy to ensure children can play safely and enjoy their time at the nursery.

Policies and procedures are regularly reviewed and updated accordingly. The manager and staff have an ambitious vision for the future and work hard to develop their practice and improve the learning environment for children. Staff have completed self-evaluation to a good standard in order to assess their practice and identify future priorities. Staff are sensitive to the individual needs of children. A detailed equality and diversity policy outlines a commitment to promoting inclusive practice at the nursery, ensuring all children can achieve well regardless of their background. The resources are good, fit for purpose and effectively support children in their development.

Parents receive good quality information when their child starts and they are kept well informed thereafter through notice boards, daily discussions with staff and through daily diary sheets for toddlers and babies. However, opportunities to enable parents and carers to review their child's progress regularly and contribute to their child's learning and development record are less well developed. Parents and carers enjoy opportunities to loan story sacks which they then enjoy at home with their children. The staff work collaboratively with other early years providers and schools to help children reach their potential and ease important transitions in their lives. Staff demonstrate a good awareness of how to support children who speak English as an additional language, and have robust systems in place to fully support individual children.

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

Children and babies are happy and make very friendly relationships with staff and each other. They are polite and learn to listen attentively to instructions. The staff are calm and encouraging. They relate well to each child by understanding their characters and ensuring any additional support is offered for any difficulties children encounter. Detailed planning documents cover the six areas of learning well and ongoing observations undertaken by the staff enable them to record children's achievements and progress. There is a good balance of adult-led and child-chosen activities, and this is beneficial to the children. However, the range of

signs, symbols, notices, numbers and words in the outdoor environment that take into account children's differing interests are less well developed. Children receive regular praise for effort and achievement, which helps boost their self-esteem. They are eager to help the staff and take on responsibilities as helpers. For example, they confidently help staff to wash plates and cups after snack time and eagerly use sweeping brushes to help tidy up.

Children communicate confidently, using language well to share their ideas and needs. For example, children eagerly look through a photograph album of themselves at nursery and confidently name the different children they can see and the various toppings they used recently when making a pizza. Comfortable areas are provided where children can listen to stories or look at books for pleasure and they confidently link sounds to letters. They are capably developing problem-solving, numeracy and literacy skills. They frequently count during activities and have good opportunities to recognise numbers and learn simple calculation through songs such as 'Five Cheeky Monkeys'. Consequently, children are supported to develop the skills they need for their future learning. Children freely express themselves with a range of creative materials. They enjoy experimenting with paint to mix their own colours and confidently use scissors, glue, feathers and chalk to create images of their choice. Children enjoy dressing up and pretending to be builders with work hats, wooden blocks and role-play tools, such as, a spanner, saw and hammer. Babies and younger children enjoy discovering different sensations when they play with a variety of textured fabrics and materials as well as regular access to water play and gloop. Celebrations and festivals are carefully planned to enhance children's awareness of the wider world. Children's information and communication technology skills are promoted as they experience regular opportunities to access a computer, remote controlled toys and calculators. However, other opportunities for children to explore technology, such as, battery operated and programmable toys are limited.

Children have a good understanding of a healthy lifestyle. They have healthy appetites as they eat wholesome cooked meals and snacks. Staff are well aware of any allergies or special dietary requirements to meet individual children's needs. Outside children enjoy the challenge of the climbing and balancing equipment, eagerly ride wheeled vehicles and happily play with the wooden blocks, hoops, wheelbarrows and spades. Staff are mindful of the effects of cold weather and ensure children wear coats and hats. Effective personal hygiene routines are adopted and nappy-changing and toilet training is sensitively undertaken to preserve children's dignity. Babies and children sleep peacefully and undisturbed in a cool and comfortable environment. Children learn about road safety and the importance of responsible behaviour when on outings to the local shops and library.

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

| | |
|--|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

| | |
|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 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 |
|--|---|

Outcomes for children in the Early Years Foundation Stage

| | |
|--|---|
| Outcomes for children in the Early Years Foundation Stage | 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 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Met