

Kiddiwinks Day Nursery

Inspection report for early years provision

Unique reference number	500114
Inspection date	10/05/2012
Inspector	Joanne Ryan

Setting address	397 Wilmslow Road, Manchester, M20 4WA
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Type of setting	Childcare - Non-Domestic
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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*.

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Description of the setting

Kiddiwinks Day Nursery was registered in 1995. It 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 under five years may attend the setting at any one time. It is open five days a week from 7.30am to 6pm all year round. Children attend from the local community and surrounding areas. There are currently 48 children on roll aged from 8 months to five years. The setting receives funding for nursery education and supports children who speak English as an additional language.

The setting employs nine members of staff, including the manager, who is qualified to level 5. Seven staff are qualified to level 3 in early years and another is qualified to level 2. In addition, the setting employs two cooks. It receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are satisfactorily safeguarded as some health and safety procedures are appropriately in place, however, some of the required documentation and procedures to ensure children's safety are not sufficiently robust in all areas. Children's individual needs are known to the staff, who encourage them to make appropriate progress in their learning and development. Partnerships with parents and other professionals contribute to children's needs being met consistently. The new manager understands the setting's strengths and identifies suitable areas for development, therefore the systems for evaluating the setting are beginning to raise standards. The owner and manager are working hard to establish new initiatives that will lead to continuous improvement; this includes the development of the environment and resources to promote equality of opportunity.

What steps need to be taken to improve provision further?

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

- take all reasonable steps to ensure that hazards to children, both indoors and outdoors, are kept to a minimum, including extending the risk assessment to identify aspects of the environment that need to be checked on a regular basis (Suitable premises, environment and equipment).

24/05/2012

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

- develop the environment and routines so children can engage in interesting and stimulating activities
- further develop the resources and activities to promote equality and diversity, and in particular disability.

The effectiveness of leadership and management of the early years provision

Children are satisfactorily safeguarded because the staff have a sound understanding of child protection issues. There are procedures in place to ensure any concerns about the children are dealt with appropriately. The manager undertakes suitability checks for staff as part of the recruitment process, including Criminal Records Bureau disclosures. A basic risk assessment for the premises is kept, but this is not effective as many areas are overlooked when checks are carried out. For example, flooring is unsafe on entry to the outdoor area, children's beds are in bad repair, wires are within children's reach and chemicals are available where children can reach them.

The nursery manager is aware of the development required to enhance practice and the outcomes for children. She has begun to organise further opportunities for staff development and is in the process of carrying out staff appraisals. However, these plans are in the early stages of development and there are still weaknesses regarding staff deployment and the ratios of children which are not always adhered to. The setting has comprehensive policies and procedures in place to underpin the practice of the nursery. Monthly fire drills are carried out and records are kept. Documentation is in place and appropriately completed for the administration of medication and recording of accidents.

Parents are warmly welcomed and a range of information about their child's day is shared verbally on a daily basis or through daily diary sheets. Parents speak positively about the nursery and say they find staff friendly and approachable. Personal progress and development folders are shared with parents and arrangements are in place for a parents meeting where staff will discuss children's learning and development. Currently children do not attend other settings, but the manager of the nursery is aware of the importance of establishing good partnerships with others. There are some resources which promote different cultures to support the children's understanding of the world, and festivals are celebrated. However, there are limited resources and activities to promote the understanding of disability.

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

The staff team have recently started using new observation, planning and assessment systems in order to meet children's individual needs and interests, and which also plan for their individual next steps in learning. These are in the early

stages of implementation and show children make satisfactory progress. Resources and equipment within the nursery are sufficient and kept at child height to enable children to self-select and make choices in their play. The manager is working with the staff to consider the opportunities for children and this is still under development. In some rooms there are limited resources; for example, there is a sand and water tray available with a range of toys to support children's play, but this is left empty for the session.

Healthy eating is promoted through the provision of healthy meals and snacks, and children have access to fresh air daily. After meals children have their hands and faces washed by staff using individual face cloths to stop the spread of infection. Babies are able to explore a range of materials through treasure baskets which are freely available. Children develop their physical skills as they play in the indoor ball pool and access the outdoor area daily. They enjoy cutting pictures out of magazines and playing with puppets. Children have planted flowers in the garden and have watched them grow over time, supporting their knowledge and understanding of the world.

Children are learning to care for and show respect for each other's needs, such as sharing resources when involved in a sand activity so that other children can take part. Children feel a sense of identity within the setting as family trees are displayed with photographs of the children and their families. Children develop their communication, language and literacy skills as they join in with song time, each taking an active part within the song. Their individuality is recognised as their names are used within the songs. Children have access to a computer and an information and communication technology box to develop their skills for the future. They are keen to ask questions and seek answers, demonstrating their curiosity and inquisitiveness. Children develop their mathematical awareness as they count when singing songs.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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