

# Kiddie Winks Day Care Nursery Ltd

Unit C2 Eastern Avenue, Beeches Park, Stretton, Burton on Trent, Staffordshire, DE13 0BB

<b>Inspection date</b>	24/10/2012
Previous inspection date	26/04/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> 2	
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- The provider and manager have implemented effective systems to monitor the setting and have secure procedures in place to tackle any identified poor performance and weak practice.
- Partnerships with external agencies and other providers are strong and ensure children receive the consistent support they need in their care and learning.
- Children demonstrate they understand the clear boundaries set which enables them to feel safe and secure.
- All children enjoy close interactions and make good progress in their learning, ensuring they are well prepared for their next stage in learning.

### It is not yet outstanding because

- There are limited opportunities for all children to use languages spoken at home, other than English, within the setting and for younger children to develop their curiosity at mealtimes and talk about what they see and think.
- Parents do not have the opportunity to consult with practitioners with regards to when the progress check at age two is completed and what it should include before it is written.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in all main playrooms and the garden.
  - The inspector took account of the views of parents and carers spoken to on the day.
  - The inspector spoke with the provider and manager about self-evaluation, monitoring systems and the recent re-organisation within the setting.
- The inspector looked at a selection of policies and procedures which included
- safeguarding, complaints, children's assessment records and a range of other documentation.

## Inspector

Dianne Sadler

## Full Report

### Information about the setting

Kiddie Winks Day Care Nursery opened in 2011 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from a converted office building on an industrial estate in Stretton, Burton-on-Trent. The nursery serves the local and surrounding area and has strong links

with local schools and professional organisations. There is a fully enclosed area available for outdoor play.

The nursery opens Monday to Sunday all year round. Sessions are from 6am until 8pm. Children are able to attend for a variety of sessions. There are currently 92 children attending in total, of whom 80 are within the early years age range. The nursery also offers care to children aged over five to eight years. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 11 members of childcare staff including the manager, all staff hold appropriate early years qualifications at level 2 and level 3. Three members of staff are working towards an early years foundation degree. The nursery receives support from the local authority.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- provide more opportunities for children of all ages whose home language is other than English, to use that language in the setting and improve opportunities for younger children at mealtimes to talk with adults and each other about what they see, hear, think and feel.
- improve further the consultation with parents so that they are fully involved in making decisions about when will be the most useful time to complete the progress check at age two and provide their own contributions to the summary before it is written.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children are motivated and make good progress in their learning because practitioners have a good understanding of how to engage with them and recognise that children learn through play. Practitioners demonstrate a good knowledge of the educational programmes and provide a broad range of experiences across all areas of learning. They provide children with a bright and interesting environment. Resources are easily accessed by children which enables them to explore and investigate and develop skills as effective learners. Planning and monitoring of children's learning is secure across all areas of learning and all children benefit from opportunities to play outside on a daily basis. For

example, practitioners working with older children skilfully recognise when they become more boisterous and provide them with the opportunity to run and play outside.

Systems to assess children's learning from their starting points on entering the setting are strong. Practitioners undertake regular observations which are recorded in children's development folders, known as 'Learning Journeys'. The information obtained is used effectively to assess the good progress children make and identify their next stage in learning. Parents are encouraged to participate in this system and many provide observations made at home. They benefit from discussing their children's learning with key persons in a variety of ways, including daily discussions and attending a parents evening twice a year. This helps them to understand how to support their children's learning at home. Practitioners in the toddler's room have also implemented the progress check at age two and successfully identify the achievements and learning priorities for this group of children. The summary is given to parents which enables them to have a clear picture of their child's development and they are invited to record their comments. However, parents are not consulted as to when is the best time to complete this assessment so are not fully involved in providing their views before the summary is written.

All children are developing good language and communication skills. Younger children thoroughly enjoy singing familiar nursery rhymes before lunch and attempt to join in with the actions, whilst older children enjoy singing 'The farmer's in his den' when outdoors. Younger children clearly communicate their need for the toilet and recognise and respond to many familiar sounds, such as, turning to and looking at the door as children and adults enter the room. However, when younger children demonstrate their curiosity at mealtimes whilst observing a member of staff putting on plastic gloves, their thinking is not further extended and they are not encouraged to talk about what they can see. In addition, all children who are learning English as an additional language are not fully supported within the setting to use other languages that are spoken at home which does not fully reinforce their language development.

### **The contribution of the early years provision to the well-being of children**

Children benefit from an effective key person system which enables them to develop strong relationships and attachments. All children enjoy close interactions with adults. For instance, babies respond with excitement when smiled at by practitioners and older children benefit from lots of praise and encouragement. This develops their confidence and good self-esteem. Children are provided with clear guidance and demonstrate a good understanding for positive and acceptable behaviour. For instance, older children listen intently as practitioners gently remind them how to walk down the stairs safely to the garden. They demonstrate very well that they know how to keep themselves safe as they hold onto the rail in single file.

All children are developing a good understanding of how to lead a healthy lifestyle. They thoroughly enjoy home-made dishes, such as, spaghetti bolognese and rice pudding, and benefit from physical exercise both indoor and outdoor daily. When outdoors, children

develop their physical skills by accessing large climbing apparatus, swings and a slide. They also explore and investigate items, such as, rubber car tyres and cones. All children learn to be independent and manage their own personal needs. For instance, older children confidently put on their outdoor shoes and coats when preparing to go outdoors and babies are encouraged to use a spoon at mealtimes.

All children are well prepared for their next stage in learning and are supported by practitioners to make smooth transitions, both within the setting from one playroom to another and when leaving to go to school. Recently some children have experienced a change of key person and others have moved into a new playroom. Children have settled quickly over this period and demonstrate they feel safe and secure.

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

Arrangements for safeguarding children within the setting are good. All practitioners have a secure knowledge and understanding of child protection issues and action to take if concerned about a child's welfare. The setting maintains clear and concise policies and procedures which are displayed well in the entrance hall and understood by all. All aspects of the environment, both indoors and outdoors, are subject to thorough risk assessments which ensures children learn in a safe environment.

All practitioners work well as a team and support each other. The setting has undergone a number of changes recently, due to some staff leaving and newly employed staff being recruited. Effective induction and performance management systems implemented by leaders and managers ensure practitioners receive the support they need. For instance, playrooms and practitioners have been re-organised with practitioners who are more experienced acting as good role models for those who are less experienced. All practitioners remain enthusiastic and motivated and the care and learning for children remains at a good level. They have embraced the revised Statutory Framework for the Early Years Foundation Stage and demonstrate a secure knowledge of the areas of learning and how children make progress.

Practitioners work closely together to identify the strengths of the setting and plan for future improvement. For instance, the setting is monitoring the impact on children's care and learning with regards their transition from one playroom to another and have identified areas in which all adults can develop their skills through future training. There are good systems to observe, assess and monitor each child's progress. If gaps in children's learning are identified the setting is pro-active in obtaining appropriate support and may work alongside other professionals, such as, a speech therapist.

Effective partnership working with parents enables them to play an active role in their child's learning. Parent's views are sought informally through discussion and by providing a comments box in the entrance hall. Overall, parents spoken to on the day of the inspection demonstrate complete satisfaction in the service they receive. They comment

on the good relationships being developed with key workers and feel well informed of their children's achievements and plans for future learning. Parents of older children feel their children are well prepared for their next stage of learning in school. Some parents state that they are not fully aware of new practitioners being employed in the setting, especially if they are working in a different play room to their children. In response to this the manager has plans to make available to all parents a display of photographs of all practitioners working in the setting.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY432366
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	888524
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	69
<b>Number of children on roll</b>	92
<b>Name of provider</b>	Kiddie Winks Day Care Nursery
<b>Date of previous inspection</b>	26/04/2012
<b>Telephone number</b>	01283 740100

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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