

Kiddiwinks Day Nursery (Blackburn) Ltd

1 Beechwood Cottages, Roman Road, BLACKBURN, BB1 2LB

Inspection date

Previous inspection date

05/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 determination and drive of the management team has been successful in improving practice and in improving children's achievement. Roles are understood and all aspects of the provision are monitored and reflected upon.
- Children are happy, motivated and eager to learn. They are very independent, making good choices about their play, showing high levels of esteem and confidence in the setting.
- Children's communication and language skills are enhanced through the phonics programme. Practitioners extend children's thinking and build their vocabulary, resulting in children being skilled and confident communicators.
- The arrangements for the evaluation of the learning programme to provide a rich and stimulating environment enables children to have space, time, flexible resources and control, in order to plan and enhance their own play.

It is not yet outstanding because

- Opportunities to further support babies exploratory and investigatory skills are not fully resourced with the more natural and open-ended type materials.
- The arrangements for fully involving parents in contributing to their child's learning journey record and assessments is less secure.

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 the pre-school room, toddler room and baby room. The inspector also viewed the outside learning environment and resources and equipment.
- The inspector held meetings with the manager and deputy of the provision and members of staff, including key persons of all age ranges.
- Prior to visiting, the inspector viewed the provider's details and information on the setting.
- During the inspection, the inspector viewed children's assessment and planning records, regulatory documentation regarding adult's suitability, children's details and information about any complaints and concerns received.

Inspector

Janet Singleton

Full Report

Information about the setting

Kiddiwinks Day Nursery (Blackburn) Ltd was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in Blackburn, Lancashire and is managed by a private provider registered as a limited company. It is one of two settings owned by this provider. The nursery serves the local area and is accessible to all children. It operates from three base rooms, with a fourth room for use by the three to five year old children. There is a fully enclosed area available for outdoor play.

The nursery employs 16 members of childcare staff. Of these, 14 hold appropriate early years qualifications to at least a level 3. The manager is an Early Years Professional and a Qualified Teacher is available to support staff. The nursery opens Monday to Friday, all year round with sessions from 7am until 6pm. Children attend for a variety of sessions. There are currently 85 children attending, who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children, who speak English as an additional language and those with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- develop existing systems for sharing information with parents by strengthening the contribution they make to their child's assessment of their learning and development
- enhance the already good provision within the baby room by providing a range of everyday objects for babies to explore and investigate, such as treasure baskets.

Inspection judgements

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

The secure monitoring of the educational programmes ensures the provision of a wide range of activities to support children's good progress across all areas of learning. Staff complete comprehensive observations and assessments on children, covering all areas of their development. Activities are planned to meet their individual needs, consequently, children are making good progress considering their starting points, some of which are below what would normally be expected for their age. This demonstrates how the setting is closing the achievement gap for children in this setting. Children clearly enjoy their learning and the majority progress well in the nursery's stimulating and exciting indoor and outside environment. Starting points are assessed on entry and a period of observation is undertaken to determine what children can do, in order to meet their individual needs.

Teaching skills are strong across the setting. This is especially so in the areas of communication and language and literacy. The use of phonics to introduce sounds and letters and work on children's emerging writing skills, means that they are prepared for their next stage in their learning. This is enhanced by the use of pictures and Makaton to help those children whose communication skills are not as secure, for example, young children or children, who may have English as an additional language. The interesting and challenging outdoor area continues the learning undertaken indoors. Children climb, ride wheeled toys and run freely as staff incorporate the current themes outdoor. For example, the 'white' theme is extended outdoors by discussing the cold weather and linking this to discussing where Eskimos live and the Igloo, being type of house they live in. Drama classes engage children and develop their listening skills, confidence and self-esteem. They sing, dance, move and interpret the story of the broomstick as they develop coordination and control of their bodies. Children are enthralled and highly engaged in this activity. Staff encourage children to use numbers and count as they play. Also by pouring and filling in the sand and water, they are developing their mathematical concepts, such as volume and capacity.

The key person links closely with parents on their children's development, routines and necessary interventions, such as the need for external support. Parents are provided with communication books and weekend dairies to make links between the home and setting. However, the seeking of the parents contribution to their child's learning is not quite so robust, as practitioners do not routinely obtain their comments and input, to share learning from and at home. The well-resourced learning environment, organisation of the observations and planning systems assists children in making good progress. Staff are skilled at asking questions to promote children's thinking and there is a good balance of child-initiated and adult-led activities. There are many quality resources to promote children's learning and many interactive toys, soft areas and imaginative areas in the baby room. However, everyday objects for children to use in a more open-ended way are not included to support the development of small children's investigatory and exploratory skills. The provision of additional activities, such as, swimming lessons, the Forest School approach and drama classes, add to the children's already rich experiences, enjoyment and learning.

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

Children feel very secure and settle well on entry into the setting. Staff greet children and welcome them into the room ensuring that they feel valued and cared for. A warm and caring environment is created in which children are supported by the consistent routines and the effective, trusting relationships with their key person. Children have an individual drawer for their belongings and readily place their pictures or items of clothing in there as they develop their sense of belonging. All children, including the babies, show a strong sense of self and actively explore their environment. For example, babies rapidly crawl across the room to climb on the soft play steps that excite them.

Children are developing their good understanding of risk as they climb and run when outside, learning about being safe. This is fostered by participation in the Forest School approach where children can test their boundaries in a safe and secure environment. Their good behaviour is extremely well promoted as they readily listen to adults and respond appropriately, such as when being asked to get their coats or wash hands before meals. They sit during meal times, being polite and asking for things nicely as they respond with 'please' and 'thank you'. Staff help children to manage their own behaviour as they learn to take turns, explain the need to share and use distraction to help them cope and engage them in discussions about their feelings.

Pre-school children display good self-help skills as they take off their shoes and put on their slippers. They manage their clothing in the bathroom and seek assistance if needed when putting on their coats in anticipation of going outside. These skills prepare children for their transition to school. They make choices from the healthy snacks as they enjoy fish for lunch and garlic bread and fruit for tea. They manage their own needs for a drink as they access the water bottles when needed.

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

The manager is the Early Years Professional and takes responsibility, together with the deputy manager, for overseeing the educational programme and ensuring its effective implementation. Through careful monitoring of performance by observation of practice, monthly meetings and acting as highly effective role models, staff are guided in their practice to achieve the high aspirations of the management team. The robust recruitment, induction and monitoring systems ensure that staff skills are valued and children are cared for by a safe and knowledgeable staff team.

Parents are consulted with and partnerships are actively encouraged as they are invited into the setting. They are kept informed of their child's progress through the sharing of information regarding the learning programmes and are able to view their child's learning record and to mostly contribute to their child's assessment.

All staff are secure in their understanding of safeguarding and of the procedures to follow. Through clear policies and procedures known to all staff, the provision ensures that these are implemented consistently. The welfare and safeguarding requirements are very well

embedded at the setting and consequently, they are met. The display of the policy of the month ensures staff are up to date at all times. Staff work well with other agencies to protect children and this means that they are supported at the earliest opportunity to close any gaps in their learning.

The self-evaluation is robust with clear targets set for improvement incorporating the views of children, parents and staff, demonstrating the commitment of the team to improve staff skills and continually develop and better the service provided. Changes to the provision have been made relating to the environment, the outdoor area and the curriculum, resulting in all children having a happy, enjoyable and safe learning experience.

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

Unique reference number	EY434716
Local authority	Blackburn
Inspection number	889785
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	54
Number of children on roll	85
Name of provider	Kiddiwinks Day Nursery (Blackburn) Ltd
Date of previous inspection	Not applicable
Telephone number	01254694604

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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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