

Inspection date	28/02/2013
Previous inspection date	08/03/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children benefit from a well-resourced environment with exciting resources to encourage imaginative play and independence.
- Management take positive steps to develop the nursery by supporting the professional development of staff and introducing new and novel resources, which include interesting materials for children to explore, book bags and real objects in the home corner.
- Older children develop their physical skills well as they learn how to climb and balance safely as they explore the large play equipment outdoors.
- Children enjoy playing together and friendships are apparent.

It is not yet good because

- children's progress is not as good as it could be because staff are not always deployed effectively to promote children's learning and development and respond to their individual needs and interests.
- staff have not fully developed effective systems for assessing children's progression over time or liaising with others settings to support children to make maximum progress in their development.
- staff do not always organise routines, activities and resources so that all children are effectively challenged and fully supported indoors and outdoors.

- there is no named deputy, which is a legal requirement.

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 children indoors and outdoors.
- The inspector completed a joint observation with the owner of the provision.
- The inspector spoke with the owner, parents, staff and children.
- The inspector examined documentation including a representative sample of children's records, planning and regulatory documentation.
- The inspector took account of the view of parents spoken to on the day, feedback from the local authority and self-evaluation documents.

Inspector

Marilyn Joy

Full Report

Information about the setting

Kiddiwinks Childcare registered in 2000. It is privately owned and operates from the ground floor of the provider's home in Horton Heath, Hampshire and there is a fully

enclosed garden for outside play. The provider is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery serves families from the local area. There are currently 28 children in the early years age group on roll. The nursery is registered to receive funding for the provision of nursery education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities. The nursery opens Monday to Thursday from 8am until 6pm and on Fridays from 8am until 5pm for 48 weeks of the year. There are three members of staff including the owner/manager who work with the children. There are two who hold relevant early years qualifications and one who is working towards a qualification.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure children's development and care is consistently supported through warm, positive interaction with staff; by reviewing the deployment of staff throughout the day to ensure they are working directly with the children and reviewing the organisation of activities, resources and outdoor play to promote active learning, playing and exploring
- ensure each child receives a challenging and enjoyable learning experience that responds to their individual needs, by making time for children to be with their key person; supporting children who are less confident to join in and ensuring activities set out are linked to their interests
- ensure there is a named deputy who, in their judgement, is capable and qualified to take charge in the manager's absence.

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

- develop further the arrangements for liaising with other settings children attend to support settling-in arrangements and continuity in promoting children's care and learning
- increase staffs' awareness to develop an understanding of children's starting points when they first attend and that assessment shows they are progressing consistently over time and identifies their stage of development.

Inspection judgements

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

Overall, children make steady progress in all areas of their learning. Older children confidently initiate their own games and activities. They create collages independently of adults. They choose some paper they like and when they find the scissors and glue proceed to cut out shapes and develop their own design. They proudly show others what they have made. Children easily access a wide range of craft materials, which helps to encourage their creativity and free expression. Younger children explore different textures as they investigate different fabrics, natural materials and dough. Staff have created a number of bags with exciting objects and materials that children can explore each day. Pretend play is encouraged with all ages. Younger children become absorbed in opening the door and sometimes putting objects in the pretend cooker. The home corner in the older playroom is attractively set out with real objects that they can use. For example, there are real vegetables, china crockery, a brass ornament and a clock. Children also help themselves to additional toys so they can create a hairdressers, become explorers or go shopping. Children learn about the world around them through different topics, celebrations and activities. They learn about the seasons, grow vegetables in the garden and go on outings.

Resources are attractively presented and easily accessible. Confident children explore them freely. However, some children, particularly those who are less confident or less able, occasionally miss out when staff are not available to support them and extend their learning. In addition, staff are not always considering what interests children so they can make sure resources arouse their curiosity. Staff generally support children well when they are working with them. They encourage mathematical skills when using construction kits. Children join pieces together to create and match different shapes, follow colour sequences and count how many bricks they are using. Staff exchange information with parents when children first attend. However, they do not involve them in identifying their skills, knowledge and understanding so they can assess their starting points for learning. Staff complete ongoing observations of children and use these to identify their next steps for learning and progress checks at age two. However, they have not fully developed an effective system for tracking their progression throughout their time at nursery to ensure they are improving consistently in all areas. This means it is not easy to identify when children may need additional help or extension when more able. Staff liaise with other agencies when additional support is required and identify how they can promote their individual needs.

Overall, children acquire the skills they need in readiness for school. Short circle times maintain their interest and help them to sit quietly for brief periods. They gain confidence in speaking out and contributing their ideas. They remember they have been talking about 'Comic Relief' and that they must wear their coats outdoors to stay warm. Staff encourage children's communication skills appropriately. They introduce sounds and letters with older children and use sign language with others. Children become familiar with words, letters and their name because they are displayed around the playroom. All ages experiment with early writing skills when using crayons and painting. However, staff do not always challenge more able children to add names to their pictures or use the number line when counting. Children enjoy looking at books. Babies are keen to lift the flaps and see what is

underneath. Older children are content to sit sociably with their friends in the book corner. They become engrossed as they study the pictures and turn the pages for themselves. Most children develop positive relationships with one another and enjoy playing with their friends.

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

Children are settled, safe and secure in the welcoming environment the nursery provides. Staff implement appropriate safety measures to keep children safe. They help children learn about keeping themselves safe by teaching them how to use small and large equipment safely. In particular, when playing outside older children's physical skills are challenged with the large climbing apparatus. Staff explain where they need to put their hands and feet so they can safely climb up the scramble net and over the top. Younger children practise manoeuvring the wheeled toys around and taking the dolly for a walk in the pushchair. Most children play outdoors daily. However, some children miss out when staff do not organise outdoor play in the afternoon.

Children receive appropriate support to behave well. They benefit from praise and encouragement, which boosts their confidence and self-esteem. Staff encourage children to play cooperatively and share resources. They successfully encourage children to be independent and manage tasks for themselves. For example, when they come inside after playing in the garden they change their clothes and put their dirty ones in the bag to take home. Children help to lay the table for meals and take it in turns to be the helper. This helps children become increasingly independent in preparation for school. The owner has links with the nearby school and pre-school, which helps support a smooth move from one setting to another. However, they have not fully established arrangements when they first join the nursery.

Overall, children are settled in the nursery. Older children, in particular, move around with confidence helping themselves to resources and organising their play. Toys and equipment are stored at low-level and are easily accessible. This means children of all ages make choices and select resources for themselves. Younger children enjoy cuddles and sharing a book with their key person. However, older children do not always have opportunities to spend time with their key person or be supported by other staff in order to maximise their learning. Consequently, if activities do not really interest them they are not sure what to do and wander aimlessly around. This is clearly evident when a member of staff joins a child who is looking at the sand tray outdoors. She engages him in conversation and introduces counting as they explore the sand together. They are immediately joined by other children who like the support she provides. Generally, staff get to know children well and this helps them respond to their individual welfare needs. Staff are fully aware of health and dietary requirements which is particularly important as they provide daily meals. Children enjoy the healthy and nutritious home-cooked meals provided. They learn to use utensils efficiently and social skills associated with mealtimes.

The effectiveness of the leadership and management of the early years

provision

The owner and staff have a suitable understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have a sound understanding of child protection issues and know what to do if they have concerns about a child in their care. The owner has updated child protection procedures and has plans to extend this further with more information for staff. All the required documentation is in place and maintained appropriately. This provides staff with the information they need to support children's health and welfare needs. Staff complete daily safety checks and risk assessments in order to make sure the premises are safe. There is an effective buzzer system to prevent unwelcome visitors and maintain a secure environment.

The owner implements appropriate recruitment and induction procedures to help her establish staff are suitable and competent to work with children. She supports their professional development through appraisal, staff meetings and training. Overall, staff have a sound understanding of their roles and responsibilities to keep children safe and promote their health, welfare and learning. For example, they use developmentally appropriate behaviour management strategies to help understand what is expected of them. However, there have been changes in the structure of the staff team and this has resulted in inconsistent support for children. Currently there is no named deputy, which is a legal requirement. However, the owner is aware and is taking appropriate steps to address this. There are sufficient staff on the premises but they are not always deployed effectively to fully support children's individual needs. For example, when children are using the large climbing frame a member of staff is focused on helping them to use it safely. The garden is large with lots of room for children to move around. This means that when only one other member of staff is outside they need to focus on supervising rather than promoting learning. In addition, there are frequent times throughout the day when staff are engaged in tasks outside of the play room; such as checking sleeping babies, preparing snacks and staff breaks. This means children are not consistently supported in their play and learning. Consequently, their progress is not as good as it could be.

Since the last inspection the owner has taken positive steps to develop the nursery. She has made progress with each of the previous recommendations raised at the last inspection, although they are not yet fully addressed. For example, she improved the planning and assessment systems by clearly identifying children's next steps for learning and sharing these with parents. However, children's level of development is not clearly tracked to ensure they are consistently making progress and any gaps in their learning are closing. The owner has identified some areas for further improvement and uses feedback from the local authority to help her evaluate her practice. She is currently working on plans for extending the nursery and provide younger children with their own space outdoors. This will help support their good health as they do not always play in the garden when sleep times conflict with the allocated time for outdoor play.

The owner liaises with other agencies and professionals in order to satisfactorily support children with special educational needs and/or disabilities. Staff usually contact other settings children attend so they can promote continuity in the care and learning provided. However, when new children first attend they do not contact other settings immediately to

help ensure settling-in arrangements are effectively tailored to their individual needs. The owner and staff develop positive relationships with parents and carers. They provide them with a range of information about the nursery and the daily care their child receives. Parents and carers can view their child's learning journals in the nursery and discuss their next steps for learning at termly parent's meetings. Regular and informative newsletters include useful information about the daily operation of the nursery and how parents can support children's learning at home. Parents are pleased with the care and learning their children receive. They like the large garden for outdoor play and comment on how settled and happy their children are.

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	111989
Local authority	Hampshire
Inspection number	906203
Type of provision	Childminder
Registration category	Childcare - Domestic
Age range of children	0 - 8
Total number of places	15
Number of children on roll	28
Name of provider	
Date of previous inspection	08/03/2011
Telephone number	

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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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