

Kiddie Winks Day Care Nursery Ltd

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

Inspection date	22/07/2013
Previous inspection date	24/10/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children are happy and settled in the nursery and benefit from the good relationships they have with the staff. The staff's enthusiastic approach and positive interaction ensures children are effectively supported in their care and learning.
- Children's language development is given a high priority and staff provide regular opportunities for children to join in nursery rhymes and listen to stories.
- The nursery effectively provides a warm, welcoming environment with good accessibility to wide a range of resources. This promotes children's independence well and motivates their learning.
- The well-established programme for the professional development of staff ensures children are supported well in their care and learning.

It is not yet outstanding because

- Routines for hand washing are not fully embedded and children do not always have the appropriate equipment at snack times to promote their personal, social and emotional development.
- The sharing of children's progress records with parents and taking account of children's learning at home is not fully consistent to ensure that parents are fully involved in their child's learning.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 looked at a range of documentation including the safeguarding and behaviour management policies, attendance records for children and staff and training certificates.
- The inspector observed activities in all rooms, including outside and carried out a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation, and assessed the effectiveness of the key person system.
- The inspector took account of the views of parents following discussion with two parents on the day of the inspection and comments made in children's progress folders.

Inspector
Val Thomas

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 70 children on roll, of these, 60 are in the early years age group. The nursery also offers care to children aged over five to 11 years. The nursery supports children who speak English as an additional language.

The nursery employs 16 members of childcare staff including the manager. Of these, all staff hold appropriate early years qualifications at level 2 and/or level 3. Two members of staff are working towards an early years foundation degree, one member of staff has a foundation degree and one has a level 6 qualification. 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:

- ensure consistency in hand washing to help strengthen children's understanding of how to promote their good health and provide appropriate equipment at snack time to support their personal, social and emotional development, in particular, plates or bowls for children to eat their food off
- enhance the system for sharing information on children's progress both in the home and the setting, by making sure all parents have sight of their children's progress records and for staff to use the information discussed with parents at the beginning for care of children under two years, as part of the assessment of each child's progress to build on their learning and development.

Inspection judgements

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

The nursery promotes children's learning and development well. Staff create a welcoming and bright environment for children in which they provide a wide range of activities across the seven areas of learning. The manager and staff fully understand how to promote children's learning and the key persons know the children in their group well. They have a clear knowledge of the prime and specific areas of learning and plan the areas within the room to motivate children's learning. As a result, children are making good progress towards the early learning goals. There is planning and assessment in place in all rooms and activities offer good challenge. Staff record regular observations of children's achievements in the child's development folder, known as their 'learning journey' and their next steps are clearly linked into the planning of activities to ensure all children make good progress in their learning.

The key person gathers information from parents relating to children's care needs and staff in the pre-school and toddler rooms take account of children's starting points in their learning. However, staff in the 'babies' and 'tiny tots' rooms do not obtain information from parents on children's starting points in their learning to enable them to build on children's development from the onset. There is also scope to continue to develop systems for sharing information about children's progress between home and the nursery. The progress check at age two is completed for all two-year-old children and actively shared with parents. Parents receive a letter to ask them when the best time would be to complete the check so that it links into other health checks the child may have and they are asked for their comments so that an accurate assessment is completed. This ensures children receive any additional support if needed.

The wide range of resources means that children are engaged and interested in their play and are making good progress in their learning. They play outside on a regular basis which helps to develop their physical skills well and the range of equipment offers good challenge for children. Staff are very enthusiastic as they engage in play with the children. Consequently, children are motivated and keen to take part in activities. Babies thoroughly enjoy taking part in the parachute game and have fun as they play peek-a-boo with the staff. Staff respond to children with lots of smiles and give good support if someone becomes upset which soon calms the child. Children in the 'tiny tots' room show great delight as they jump up and down lifting the parachute and wriggle their bodies as staff sing songs to them. Children's language skills are given high priority in all rooms. Staff encourage children to join in with a wide range of rhymes and lunch time is a very social time where staff sit with children and encourage conversations. As a result, children are making good progress in their language development and are able to engage in conversations with adults. Staff help to develop children's literacy skills well as stories are often read to children. Older children enjoy saying the rhymes as they listen to the story about the giant, all joining in saying 'my trousers are falling down'. Younger children in the toddler room sit and listen well to the stories. In order to prepare children for the transition to school older children are encouraged to write letters of the alphabet and some are able to write their own name. They learn the sound of a different letter each week and are encouraged to find five things beginning with the letter. To support children with English as an additional language staff have implemented their written language into the environment following the last inspection. Words are displayed on welcome posters, birthday charts, days of the week and in the varied play areas. Flash cards are now available in Polish and Urdu and the manager plans to obtain books in Russian as well. To

further support children staff in the 'tiny tots' room plan to have a more visual routine displayed and are going to look at providing pictures so that children can indicate their needs.

During play children develop their understanding of mathematics well. Young babies listen to number names as they build with the stacking beakers and are beginning to repeat some of the numbers and children in the toddler room are able to explore numbers as they complete the jigsaws. They join in with number songs as they sit and wait for their lunch and older children learn to recognise numbers as they colour the pictures and learn to count the five fish in the picture. There is a good range of sensory play for children to explore, such as rice, pasta and dough and they can dig in the soil and sand outside. They learn the effects of wind as children see how the grass skirts on the fence outside blow and rustle and develop their understanding of technology as they press the buttons on the electronic toys, moving their bodies to the sounds.

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

The effective use of the key person enables children to develop strong relationships with staff. There have been some staff changes for younger children, but two of the staff for the babies have been consistent for the past 12 months which supports children's emotional well-being. Staff manage the changes effectively by introducing the key person to parents and the child at initial visits and then again if any changes are made. There is a clear settling-in process and this is flexible to the needs of the parent and the child. All of the children's care needs and routines are fully discussed and implemented into the nursery day. Children are fully supported in their transitions between rooms. They go for short visits and the key person supports them with the move and shows parents the new room for their child. This helps to ensure a smooth transition from room to room. Children respond well to their key person and happily go for their nappy change and good support is given to children who do not want to sit at the table to eat their lunch. Regular information sharing on a daily basis with parents through discussion and the daily diary sheet ensures children's well-being is effectively supported. There are clear systems in place to support transitions into schools for older children. Staff from the schools come into the setting to see the children and to talk to the key person about the child's development and information is exchanged to help support them in their new setting.

The nursery is very warm and welcoming to children with a good range of resources to stimulate children's interest. Children have their own age-appropriate room with sleep rooms available in the baby and toddler room. This helps children to feel secure and settled in the setting. The outdoor area is fitted with artificial grass which enables children to play safely. Accessibility to resources is good and this develops children's independence well. Children go to their own box to get out their shoes so that they can play outside and older children carry their shoes upstairs to put in the shoe rack when they come inside. Children gain an understanding of a healthy diet as children pour their own drinks of water after playing outside in the hot weather and menus offer a nutritional and balanced diet. Children sit down together as a group and enjoy the social aspect of meal times, however, at snack time they do not use plates for their food, to fully develop their personal, social and emotional development. Routines for hand washing are in place, although they are

not fully embedded as older children do not always wash their hands before snack and babies do not always have their hands wiped after nappy changes.

Children's physical skills are developing well as they play indoors and outdoors. Older children are confident to climb the large climbing frame needing little support from adults, whilst younger ones happily climb on the smaller slides. They have lots of fun as they bounce along on the hopper and sit and ride on small bicycles. Children attending the holiday club enjoy playing a game of badminton together with their friends and show a keen interest in the ball skills activity provided by a local football team. Staff ensure children learn how to keep themselves safe by explaining to them that they need to be careful with their bats and that they need to put their shoes on when using the slide as they may slip. Staff are alert to how much time children spend outside in the sun and ensure that all children wear sun cream to protect their skin. This ensures they can play safely when outdoors in the sun. Behaviour is managed effectively and children respond positively to the clear boundaries set. Staff intervene at appropriate times and, consequently, children listen to staff and share toys when asked and sit appropriately for the story when reminded. The nursery has 'golden rules' in place which older children in the pre-school room have helped to write. This enables children to take ownership of their own behaviour and remind their friends what they can and cannot do. Children line up well to wait for their turn to climb on the climbing frame and the positive interaction from staff helps children to learn how to play together harmoniously.

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

The nursery has undergone some recent changes in staffing, due to some staff leaving for a different career and the employment of new staff for the increasing numbers of children attending. There are robust recruitment procedures in place to ensure suitability of staff is established and there are effective systems implemented, to ensure that staff who are waiting for required checks to come through, are supervised at all times. This ensures the protection of children. Clear induction procedures are implemented and this ensures staff are fully aware of the policies and procedures. Staff have a secure knowledge and understanding of child protection issues and they fully understand the correct procedures for reporting any concerns. In the event of any allegations against staff, the correct procedures are followed. This helps to ensure children are safeguarded.

Security of the setting is good and access is monitored at all times by staff. The outdoor area is safe and action is taken immediately when any risks are identified. Risk assessments are in place for all areas and any outings undertaken. Any specific activities, such as washing the dolls outside are also risk assessed to ensure children's safety. The supervision of all children is effective both indoors and outdoors and children know that they should not use the large climbing frame unless there is an adult standing close by. This enables children to play safely at all times. There is a good level of staffing to ensure that ratios are met and on the day of the inspection there was sufficient staff to give babies individual attention at lunch time. The sample of registers viewed show that the registered provider is compliant in meeting ratios.

The comprehensive range of written policies and procedures implemented ensure the effective organisation of the nursery. For example, visitors are asked not to carry their mobile phones with them whilst in the setting. Medication and accident records viewed show that the correct procedures are followed and that information is shared with parents. The self-evaluation processes are good and there is clear monitoring of staff practices. Views from parents and staff are sought and this feeds into the process. For instance, parents commented that they would prefer a daily sheet to share information rather than a book and this has been implemented. The management team monitor staff's assessment of children's progress to ensure this is accurate and they have a good overview of planning to ensure there is depth and breadth across the seven areas of learning. There are rigorous systems in place to monitor staff practices through regular supervisions and appraisals. There is a clear programme of professional development planned for all staff to ensure children's care and learning is effectively promoted. All staff receive training in relation to the Early Years Foundation Stage, the named practitioner for behaviour has attended behaviour management training and all room supervisors have attended safeguarding training. There is a high level of childcare qualified staff and many have a current paediatric first aid certificate.

Effective partnerships with parents means they are kept well informed about the provision through the welcome pack, displays of information in the corridors and on the nursery's website. Overall, parents spoken to on the day are very positive about the nursery and the care that is provided. They comment that their child is happy at the nursery and are well informed on a daily basis about the activities their child is involved in. Comments in children's progress folders show that parents are happy with the progress their child is making. However, one parent spoken to said that they had not viewed their children's progress folder. Staff work effectively with other agencies to ensure that all children's needs are met and implement specific activities to help those with additional needs. This ensures that all children make good progress in their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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 action. 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	EY432366
Local authority	Staffordshire
Inspection number	927850
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	69
Number of children on roll	70
Name of provider	Kiddie Winks Day Care Nursery
Date of previous inspection	24/10/2012
Telephone number	07894 060137

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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, which are usually the childminder's 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.

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.

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