

# Kiddiwinks Day Nursery Limited (Worsthorne)

Old Hall Square, Worsthorne, BURNLEY, Lancashire, BB10 3NS

<b>Inspection date</b>	30/07/2013
Previous inspection date	03/08/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 have many opportunities to learn about the world they live in through first-hand experiences at the forest school and the allotment.
- Children are actively involved in their play and are enthusiastic learners.
- The nursery has a very good capacity for improvement as staff have a strong commitment and enthusiasm to develop the setting further, and any incidents are dealt with thoroughly and effectively.
- The outdoor play areas provide excellent opportunities across all areas of learning.

### It is not yet outstanding because

- Sometimes, recording is not always clear about how any possible gaps in learning are identified quickly, in order that children's very good progress is continued.

## **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 took a tour of the nursery, indoors and outdoors, with the deputy manager.
- The inspector observed the quality of staff's teaching and children's learning during activities throughout the day.
- The inspector sampled documentation, including risk assessments, children's learning journals and policies and procedures.
- The inspector held discussions with the deputy managers and members of staff throughout the day.

**Inspector**  
Linda Shore

## Full Report

### Information about the setting

Kiddiwinks Day Nursery Limited (Worsthorne) was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted chapel in the Worsthorne area of Burnley, and is privately owned. The nursery serves the local area and is accessible to all children. It operates from three main rooms and there is a fully enclosed area available for outdoor play. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and above, including the manager who has Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 44 children attending who are in the early years age group. The nursery provides funded early education for two-three-and four-year-old children.

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

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

- review the recording of children's progress to allow any gaps in children's learning to be identified and addressed as quickly as possible.

## Inspection judgements

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

Children are happy and busily involved in purposeful play. Staff provide rich and varied experiences based on their knowledge of the children's interests. Staff's thorough knowledge of the areas of learning and clear understanding of how children learn inform the planning process. They set up many varied types of imaginative play to help children extend their learning and spontaneously adapt activities to children's emerging interests. For example, staff skilfully used the children's interest in a story to help them make connections in their learning by providing junk-modelling materials to make their own telescopes. This provided opportunities for them to be creative, use small tools, such as brushes and spreaders, and to watch them dry in the breeze before creating their own characters and scenarios, fuelled by their imaginations.

Children have great fun in the sand pit and begin to understand mathematical concepts. They use laboratory equipment, such as beakers and measuring cylinders, to measure and pour sand and watch balls roll down the guttering track. This is supported well by attentive staff, who join in and support the development of children's vocabulary by introducing words, such as 'front, behind, circle' and 'round'. Staff take opportunities to sound out the letters, which helps children to make valuable links between sounds and

letters as they enjoy favourite books. They are respectful to children and move quietly around the premises when children are listening to a story. Staff are always on hand to join in with children's play and support their learning, but only after asking permission. This all builds their self-esteem and confidence through everyday play and routines.

Children enjoy a full range of activities outdoors across all areas of learning. They develop very well physically as they run around in open areas. They drive wheeled cars, skilfully avoiding obstacles and other children, and develop their spatial awareness. Children have many opportunities to learn about the world they live in through first-hand experiences. A chance discovery of a turnip at the allotment leads swiftly to a re-enactment of a favourite story book. They learn to build a fire, and observe the change in the state of popcorn as it cooks on their open fire. Children are inquisitive and investigate answers to their own questions. For example, when children wonder why the sheep huddle near the fence, they go over and sit down and discover that the wall is protecting them from the wind.

Babies quickly start to progress in their learning as the staff carefully plan activities from their knowledge of children's starting points, gained from initial information provided by the parents. Staff observe children's ongoing interests and use this information well to plan the next steps in their learning. This enables the children to develop good skills and attitudes for the next stage of their learning. Staff understand the different assessment processes, such as the progress check at age two. This ensures any need for additional support for children can be identified, shared with parents and acted upon promptly. Staff know children very well and use this knowledge to complete their record of achievement to pass on to their class teacher at school. However, the recording of children's assessed developmental levels does not always ensure that gaps in learning can be identified and addressed as quickly as possible.

Parents use children's home-link books and have regular discussions with key persons to gain ideas of how to support children's learning at home. Barnaby Bear travels home and on holiday with children, and parents complete his diary with the children. This means children benefit from continuity of learning between home and nursery related to their most current interests. This also means children are being well-prepared for their next stage of learning within the nursery or at school.

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

Staff work closely with parents, gently settling children in to ensure each child's move from home into the nursery is a smooth and positive experience. Each child is allocated a key person to support them and liaise with parents. Parents provide information and have discussions with their child's key person. This helps staff to understand and meet children's individual needs. Staff are caring and attentive towards the children and get to know them very well as individuals. A parent questionnaire after the initial settling-in period gathers further information about how children are progressing. Consequently, children settle well and form strong bonds with their key person.

Children develop trusting relationships with staff and know them by name. Children clearly feel safe and secure with staff, freely and confidently approaching them with their

comments and requests and inviting them to join in with play. The nursery is well-resourced and offers children a broad range of play and learning experiences, indoors and outdoors. Resources are readily accessible, enabling children to make their own choices, which promotes their independence. Children have excellent opportunities to take part in additional activities run by external instructors, such as swimming lessons and drama classes. This means children gain confidence in the world they live in and develop a comprehensive set of life skills.

Staff are positive role models of behaviour and treat children with kindness and respect. They are skilled at supporting children to learn how to manage their own behaviour and emotions. This is helped by a calm approach and clear explanations and reminders from staff to enforce reasonable boundaries. Children are, generally, well-behaved as staff use positive strategies to help children learn right from wrong and manage minor behavioural issues. They are learning social skills and how to manage their own behaviour. For example, staff skilfully negotiate with children, who then agree to wait for their turn to drive the cars or wear the aprons to paint their telescopes.

Children understand how to keep themselves safe. For example, they hold on as they dangle from the climbing frame and confidently wrap their legs around the pole and slide down. Other children know not to move around underneath children on the climbing frame. A healthy lifestyle is promoted as children have daily opportunities for fresh air, daylight and exercise in the outdoor area. This, combined with regular trips to the allotment, the forest school and swimming lessons, means children are gaining physical skills and a very good understanding of the importance of a healthy lifestyle.

Meals are varied, healthy and nutritious, encouraging children to make positive food choices. They are learning to care for themselves and develop their independence as they serve their own food and control their own portion sizes. Children learn good hygiene habits through regular routines and reminders, for example washing their hands after toileting and before eating. This all means children are well-prepared, socially, emotionally and physically, for their future moves to.

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

Arrangements for safeguarding children are effective and staff have a secure knowledge of what to do should they have any concerns about a child. They are also confident to carry out whistle-blowing procedures if they are concerned about the practice of colleagues. This contributes to maintaining children's safety and protects their well-being. Effective staff deployment and fun safety practices help keep children safe. For example, playing the game 'One-two-three, where are you?' while out in the forest school ensures children are always accounted for.

Robust recruitment and vetting procedures ensure that everyone working with the children is suitable to do so. The management team monitors the ongoing suitability of all staff effectively through regular meetings and appraisals. These procedures promote children's safety and the quality of provision well. All staff work exceptionally well as a team. They

are knowledgeable and enthusiastic, demonstrating a high level of commitment to further training.

Parents have high levels of regard for the service provided, as written in questionnaires. They play an ever-increasing role in the running of the nursery with the recent introduction of a parents' association. This has been well-accepted by current parents and new parents considering the nursery can view the new and very good website. This is being developed even further to allow parents to interact and add comments. Transitions for children moving on from nursery to school are also very well-supported. A comprehensive transition document is completed by the key person and passed on to school teachers, who are invited to meet the children before they move on.

The staff team are committed to the continuous evaluation and improvement of their practice. All of the staff team actively contribute their views and opinions; they monitor and evaluate the provision and educational programmes very well. The manager collects and evaluates information on children's progress within the nursery. This is to ensure that they offer a full range of opportunities across all the areas of learning so children make good progress. Staff use their planning successfully to consider ways to support and extend children's current learning and development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	EY274096
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	917809
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	37
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Kiddiwinks Day Nursery Limited
<b>Date of previous inspection</b>	03/08/2009
<b>Telephone number</b>	01282 416 296

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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.

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