

Walton Kiddiwinks Nursery

54/56 Grey Road, Walton, LIVERPOOL, Merseyside, L9 1AY

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| Inspection date | 04/10/2013 |
| Previous inspection date | 17/05/2011 |

| The quality and standards of the early years provision | This inspection: | 3 |
|--|-------------------------|----------|
| | Previous inspection: | 2 |
| 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

- An effective key person system means that staff know children well. Children form secure attachments and display a sense of belonging in the nursery.
- Staff support children's communication, language and early mathematical skills well, because they use a variety of activities to keep children interested and motivated while they play and learn.
- Staff demonstrate a good knowledge and understanding of safeguarding procedures to keep children safe in their care.

It is not yet good because

- Deployment of staff within the preschool room is not always effective in supporting children's needs at all times.
- Not all parents have opportunities to support their child's learning by contributing to their children's learning and development and assessment records.
- Children do not have as many opportunities to engage in mark making and writing for a purpose.
- There is no named member of staff responsible for behaviour management. This is a breach of requirements.

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 observed activities in the nursery rooms and in the outdoor area.
- The inspector examined all relevant documentation provided including children's records, planning documentation, policies and staff qualifications
- The inspector spoke with the manager, individual staff and children at appropriate times throughout the day.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector conducted a joint observation with the manager.

Inspector

Teresa Hodgkinson

Full Report

Information about the setting

Walton Kiddiwinks Nursery was registered in 1998 and is privately owned and managed. It operates from the ground floor of a large detached Victorian house in Walton, Liverpool. The nursery is accessible to all children and there is an enclosed area available for outdoor play.

The nursery opens Monday to Friday from 7am until 6pm, all year round with the exception of bank holidays. There are currently 30 children attending who are within the early years age range. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for two-, three- and four-year-olds. The nursery supports children with a special educational needs and/or disabilities.

The nursery employs seven members of childcare staff. Of these five hold appropriate early years qualifications at level 3. One member of staff has a Foundation Degree in Early Years and one has an appropriate childcare qualification at level 2. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- improve staffing arrangements to ensure the needs of all children are by ensuring staff are effectively deployed so that children's learning needs are fully met the deployment of staff in the pre-school room to ensure the needs of children are met and their emotional well-being is fully supported
- ensure a named staff member is responsible for behaviour management at all times. The staff member must have the necessary skills to advise other staff on behaviour issues.

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

- increase the availability of writing materials so children can choose to use them for a purpose outdoors and as they play imaginatively in the indoor role play areas
- promote the ongoing dialogue or sharing of regular two-way observations on learning with parents and use this shared knowledge and understanding to plan together and think through ideas of how to move the child forward.

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

Staff demonstrate a secure awareness of the learning and development requirements and they understand how children learn. Children make satisfactory progress in their learning as staff regularly record observations in order to assess each child's stage of development. Staff follow the children's interests and plan next steps of learning and development through a balance of adult-led and child-initiated activities. As a result, children are happy and motivated in their play. In the outdoor area staff demonstrate how to walk across the stacking grates. This encourages children who are a little unsure to have a go. However, on occasions children's learning is not extended as staff are engaged in supervising children and attending to chores. This means children make satisfactory rather than good progress.

Teaching is generally good. Staff encourage children's communication skills through appropriate interaction. They talk to children, commenting on what they are doing and ask questions to encourage their thinking and exploration. For example, children are encouraged to share their news with their friends. This helps children to become confident communicators. Staff develop children's mathematical skills as they introduce number and mathematical language as they play. They count with children and introduce the concept of size, such as bigger and smaller. Older children sing songs, such as 'Ring a Ring of

Roses' and can count backwards from 10. As a result, children are learning there is a sequence to numbers. By pouring and filling a variety of containers, younger children learn about space, shape and measure.

Staff plan for children to be able to make marks in different mediums, for example, by using paint, gloop and play dough and the older children begin to recognise letters as they practise writing the initial letter of their name. However, children have fewer opportunities to extend their writing skills because a range of writing materials are not available in the role play area or the outdoor environment. Consequently, children are not inspired to write outdoors or during their imaginative play. Children have the opportunity to learn about the world around them as they visit the local farm and library.

Staff keep parents well informed of their children's progress. They do this through daily verbal exchanges and parents spoken to at the inspection feel well informed about what their child has been doing. On settling-in sessions to the nursery staff ask parents questions on their child's care needs and some information obtained relates to the child's learning achievements. However, information regarding children's development at home is not consistently sought from all parents to ensure that children make more progress in their learning and education.

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

Children's self-esteem and confidence is promoted well by an effective key person system. Staff are knowledgeable about their key children because they find out from parents about their child's needs. They are caring and generally support children as they play taking an interest in what children are doing. As a result, children form warm relationships with staff, are happy and enjoy their time at the setting.

Children are developing an appropriate understanding of a healthy lifestyle as staff provide a variety of outdoor activities to support children's physical skills and develop their muscles. Children enjoy riding wheeled toys and climbing on, into and out of a variety of equipment. Through cooperative play activities, such as washing the cars and furniture, children are engaged, motivated and work co-operatively together as they play. Staff encourage children to share and take turns and give reminders of rules, for example, as they share the play dough resources. This means they play happily with each other.

Children are provided with a range of varied and nutritious meals and snacks by the nursery. Staff sit with children at mealtimes, encouraging and supporting the younger children in the development of independent feeding skills. The older children develop independent skills by self-serving their food. Consequently, children enjoy their mealtimes. Key persons support transitions within the nursery. Learning and development information is shared between the staff and children have opportunities to spend time in their new room with the support of their key person. This allows for continuity of care and helps prepare children for their next stage of learning.

Children's understanding of safety is promoted as staff remind children of potential dangers and how to stay safe. For example, during water play staff cleaned the spilled

water up and offered reminders to the children to be careful as water on the floor makes it slippery.

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

Management and staff have a suitable understanding of how to keep children safe from harm. Recruitment procedures for vetting and assessing the suitability of staff are implemented, followed by effective induction for new staff to ensure the well-being of children. Staff are secure in whom to report any safeguarding concerns to and have supporting policies and procedures in place. Documentation, such as daily risk assessments are completed to minimise risks and ensure that resources are safe and suitable for children to use. Accidents are dealt with appropriately with accident forms completed and parents informed on the day.

The management team have a commitment to continuous improvement. Systems are in place for self-evaluation, which allows for staff, parents and children's views to be incorporated. Staff performance is monitored through regular supervision meetings and management are supportive in encouraging staff to develop their practice as further training is encouraged. As a result, staff knowledge and skills are being increased to promote the learning and development of all children. While children's behaviour is good, currently there is no named person responsible for behaviour management to advise other staff on behaviour issues. This is a breach of requirements.

Staff ratios are maintained, however, on occasions, less effective staff deployment within the pre-school room means that some children's learning needs are not as well met. This is because staff are busy dealing with chores and therefore, some children are not meaningfully engaged in activities. As a result, learning opportunities are not maximised for some children. Staff deployment in other rooms is generally appropriate and for those children their learning needs are met.

Planning and assessment of children's learning are monitored by management to ensure that they are consistent and display an accurate understanding of all children's abilities, interests and progress. Staff work closely with a range of professionals and agencies to identify children's needs. The sharing of information between parents, staff and other professional agencies is effective to meet children's individual needs. Staff follow guidance given from other agencies, for example, speech and language therapists to help children with special educational needs and/or disabilities achieve their full potential in their learning and development.

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 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

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| Unique reference number | 322385 |
| Local authority | Liverpool |
| Inspection number | 918141 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 35 |
| Number of children on roll | 30 |
| Name of provider | Walton Kiddiwinks Nursery Partnership |
| Date of previous inspection | 17/05/2011 |
| Telephone number | 0151 284 0920 |

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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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