

Kiddywinks Neighbourhood Nursery and Preschool

Kiddywinks, Forches Social Centre, Barton Road, BARNSTAPLE, Devon, EX32 8NT

Inspection date	21/01/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Excellent systems are in place for the support of children's learning and development, consequently children are motivated and enthusiastic learners.
- Staff create an inspiring and enabling learning environment, both inside and out, where all children are fully included, have great choice and their independence is fully fostered.
- Children are safe and secure because staff are vigilant in their supervision at the same time providing a challenging environment, where children can explore and extend their physical skills.
- Staff make excellent use of reflection and evaluation to fine tune their skills and practice, which continually drives improvement and enhances already outstanding provision for children.
- Parents are highly valued as partners in their child's care, learning and development. Extensive and highly effective information sharing helps to keep parents fully informed and involved in supporting and extending children's learning at home.

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 all the play rooms and outside.
- The inspector spoke with children, staff and parents on the day.
- The inspector had a meeting with the senior manager and the provider.
- The inspector and senior manager conducted a joint observation of a group activity.
- The inspector sampled a range of documents including children's records, policies and procedures, staff suitability checks and other relevant documents.

Inspector

Anne-Marie Moyse

Full report

Information about the setting

Kiddywinks Neighbourhood Nursery and Preschool first registered in 2003 and changed its name in 2013. It is in the Whiddon Valley area of Barnstaple in North Devon. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. They occupy a purpose built building with three main rooms, and associated facilities. Children play in all areas. There is an enclosed garden area for outdoor play. The nursery are developing their own forest garden for specific outdoor activities.

Children attend from birth to eight years. There are currently 70 children attending who are within the early years age group. The setting provides funded early years education for two-, three- and four-year olds. There are fourteen members of staff and the owner who work with the children. All staff hold appropriate early years qualifications or working towards a relevant qualification. The nursery employs an Early Years Professional. The nursery is open each weekday from 7.30am to 6pm all year round. The nursery supports children with special needs and/or disabilities and children learning English as an additional language.

What the setting needs to do to improve further

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

- improving the organisation of meal times so children continue to develop their independence by serving their own foods and drinks.

Inspection judgements

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

All staff are extremely successful at helping all children to be fully motivated and competent learners. Children are enthused by the staff to 'find out' and be independent in following their own ideas and style of learning. This is because staff create inspiring and enabling environments, both inside and out, which captures children's interest and imagination. Children of all ages mix and interact so they learn and understand clearly the needs of each other. This also minimises the stress for children in changing rooms and carers as they grow, as this remains constant throughout their time at the nursery. High levels of competent staff supervise children extremely effectively. This them to fully support all children as they join in, persevere and become fully engaged in their play according to their own developmental stage. Staff skilfully adapt activities so that children at different levels are challenged, fully included and achieving in all activities. As a result, children are captivated and fully involved in their learning. They are becoming very confident independent learners with inquisitive natures, which prepare them very well for

their future.

Staff work very closely with parents and other agencies so they fully understand children's needs and starting points. This helps them to plan for an individual approach to settling in a child and supporting their next steps. Excellent ongoing systems for sharing information between the home, the staff and other settings children may attend maintain consistency for the child. Staff continually assess children's development and well-being, quickly identifying any developmental delay so they can talk to parents and other agencies to gain additional support. Daily chats between the parents and the 'kiddylink' or their buddy ensures that information is effectively shared. In addition, depending on the age of the child parents receive daily or weekly written feedback. Parents receive a full review of children's progress each month. These very effective communication systems helps to ensure that parents and others are fully engaged in all aspects of the child's development. This promotes continuity for each child. The staff use these records to prepare the required progress report for two-year-olds, in readiness for when they are needed.

Staff evaluate and plan for each child on a daily basis, so that children build on what interests them and extends their learning. The staff make excellent use of the open plan environment and the free access to the outside area. Staff carefully present resources so that children are enticed to use them in their own creative way. The nursery is divided into different areas, so children can choose where they prefer to play. Staff create very different atmospheres in the various area to suit different styles of learning. The 'lounge' area is a calm and quiet area where children concentrate as they read, play games such as memory matching games, puzzles and number games. Children are becoming confident in using the handheld tablet to find out information from the internet or develop their technical skills. The 'snug' area provides extensive sensory materials for children to actively explore and investigate, such as different fabrics and effects created by lights. Staff use the snug as a secure base area for the younger, non-mobile children. The main playroom has plenty of floor space for children to build, construct and develop their imaginary play on a large scale. Children use their imagination, which is often elaborate and sustained as they dress in role-play clothes. The children enjoy the seclusion of the high level play house to develop their own story lines, although adults continually support children's ideas. A den under the playhouse gives a quiet and enclosed area where children set up their own small world resources and happily play independently. Staff organise the room so children easily find resources for art, craft, and writing. The big chalkboard area is a favourite for children to spontaneously draw and leave messages.

Although staff offer children an excellent selection of open-ended resources, they also visit the 'magic cupboard' where additional resources are stored which enhance their play. For example, staff suggest to children that they could race their 'push and go' cars to see which one goes the farthest. The children decide that they need to build an enclosure to their track, and cooperatively fetch the crate of construction blocks. Staff recognise that a cardboard box could further extend children's learning and involvement. Staff perceptively offer children the box with a suggestion that this 'may be useful' and 'wonder if they could use it in their play?' This collaborative approach to supporting children's growing ideas fully supports their independence and effective learning, without the adult taking over.

All staff effectively support children's communication and language development, by

providing children with very clear and precise role modelling. The high staffing levels ensure that all children receive plenty of opportunities to talk and express themselves. Staff skilfully encourage children to talk about what they are doing using effective open questions and challenging them to think. Staff sing, rhyme and read stories with children throughout the day, providing a very language rich environment. For example, in the sensory area staff question children about what they can see in the mirror, and why they cannot see some parts of their body. Staff extend children's vocabulary by using words such as 'reflection' as they use various mirrors.

Although most of the day is child-led activities, staff plan a range of specific activities to support the different abilities of the children attending and challenge children accordingly. This excellent balance between child-lead and adult structured learning, helps all children achieve and progress rapidly in their learning.

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

Children are confident and emotionally secure individuals and older children say how they enjoy their nursery. Staff know the children exceptionally well through the comprehensive home visit and settling in processes. Staff develop a close relationship with the family and establish an open and friendly approach to sharing information. Children are reassured by meeting their 'Kiddylink' person in the security of their own home, which helps them to settle at the nursery. Parent's comment that the home visits is an excellent way to find out all about the nursery, and who will be caring for their child. This very effective system helps staff to gain a precise understanding of children's current abilities, interest and preferences so they carefully plan for their settling in. The key person system is excellent, and each child's needs are well known and their emotional well-being is fully supported. Staff share key information on how best to support each child in their play, so all staff are very well informed on each child's needs and learning.

The nursery is fully inclusive and the staff structure the environment so that all children are valued, included and learn from each other. Staff designate a shelf specifically for children to keep any special toys or projects, so they can return to play with them again later. This gives children a sense of ownership and shows staff value children's unique approach to their own learning. Children are extremely caring and considerate. If children knock into a younger child they immediately apologise and check that they are all right. Other children show their compassion and quickly give a reassuring cuddle. Staff know babies natural routines very well and immediately identify signs of tiredness and settle babies to sleep according to their home routines.

Staff have adapted all the activities so every child is included, with all staff extremely vigilant over children's safety. They closely watch babies and toddlers so they cannot injure themselves with toys designed for the older children. Staff teach toddlers how to use the steps to the raised playhouse, learning to come down backwards until more confident on their feet. Staff teach children about using scissors safely and how to hold them correctly. Routines such as snack time has developed into a carpet picnic so even the babies and toddlers can choose when to eat. All children quickly understand the

routine and wait patiently on the sofa until there is space for them to join in. Children are polite and follow excellent hygiene routines, independently washing their hands before eating. This is a very social time where children talk and listen to each other. At lunch times, everyone sits together in small groups with staff chatting with the children, and encouraging them to eat and have good table manners. Food is freshly prepared on site each day with children being involved and curious to know how food is prepared. Children help to return their dirty dishes to the side, but there is scope to further develop their independence for instance, by enabling them to serve food themselves. Currently staff portion up the food in the kitchen, serve the children their food, and pour their drinks. The menu is varied nutritious and includes plenty of fruit and vegetables, with children's specific dietary needs being well met. Staff involve children in planting and growing their own foods in the garden and are developing a very good understanding of healthy options.

Staff support children physical development exceptionally well. Children spend much of their day outside in the very well resourced garden. Staff teach children how to dress appropriately in coats and boots so they can play in all weathers. Staff take babies out for fresh air, and they relish the time to dig in the large sand pit. Children can choose when they play outside but staff also plan activities so all children go out to play and learn in the fresh air. For example, when the older children have '3,4,5 time' staff start the group activity indoors. Children learn about bears using the internet for images. Staff skilfully discuss with children about their emotions and what makes them happy or scared. Children and staff recall the story of the bear hunt and the different environments they pass through. Children enthusiastically join in with the idea for going outside for a real bear hunt. Outside, staff creatively provide resources to bring the story to life. Children splash through water, mud and a forest and even some pretend snow. The nursery are currently developing their forest garden. This will provide children with further activities to promote children's learning in the outside area.

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

All staff are enthusiastic and motivated practitioners. They have an excellent understanding of how to support children's learning and development and safeguard their well-being. Staff are very well qualified and are supported in continuing their professional development. A comprehensive supervision and appraisal system is effectively helping to enhance staff skills, knowledge and teaching skills. All staff reflect and evaluate the day's activities and organisation of the session, and plan for each child's future learning. Staff are given specific responsibilities for a zone within the nursery and are given the task for developing and extending children's play and learning accordingly. As a result staff pool their ideas and use suitable journals and a resource library to research and identify how they can inspire children and extend their interests. Regular staff meetings ensure that each team member's ideas are fully considered and reviewed. This highly effective system continually improves practice and the learning opportunities for children. Staff seek ongoing feedback from parents and involve them in all aspects of the nursery. Parents have been very involved in planning and developing the forest garden, and plans are in

place to establish a community garden allotment. Parents are enthusiastic in their praise for the staff and feel their children are cared for in a very safe, secure and stimulating environment. Parents particularly like the way staff support children to play and learn outside in the extensive garden area.

All staff undergo rigorous recruitment, induction and vetting processes so their suitability is fully assessed. Staff have a good understanding of the policies and procedures to safeguard children's welfare. All staff have undergone child protection training and raise any concerns immediately with the designated persons. The senior staff know how to follow the correct procedures in sharing any concerns with the appropriate agencies. All staff are extremely vigilant over children's safety and supervise children closely, while helping children to understand and learn about risks. Staff have designated duties in monitoring and keeping aspects of the nursery safe. The leadership team provide staff with excellent levels of support, guidance and has high expectations for all. The management team oversee all children's progress, with monthly monitoring systems in place to review and quality assure each child's learning record. The staff act quickly if they feel a child is not progressing in line with expectations and seek external help and support for additional guidance. Clear systems are in place for staff in seeking other professionals' assessment for children, and working cooperatively with other agencies. The staff ensure that local schools has information about each child's development as they prepare to move. Where possible staff talk directly to the new teachers and invite them to meet the children at the nursery. This helps promote continuity for children as they move onto new settings.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY462582
Local authority	Devon
Inspection number	921808
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	43
Number of children on roll	70
Name of provider	North Devon Childcare Limited
Date of previous inspection	not applicable
Telephone number	01271 325476

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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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Piccadilly Gate
Store St
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M1 2WD

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