

Kiddie Winks Day Care Nursery Ltd

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

Inspection date	15/04/2014
Previous inspection date	22/07/2013

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 make good progress and are offered many opportunities for learning. The management team effectively monitor the provision to ensure best outcomes for children's learning.
- Partnerships with parents are highly effective. They are fully involved in the care and learning of the children, which ensures the children receive very good levels of support and continuity in their learning and development.
- Safety is given a very high priority. Hazards to children are identified and minimised, and children are taught how to promote their own safety.
- The key person system is firmly embedded and great care is taken to build strong attachments with all children, which ensures that they feel extremely confident and secure in the setting.
- Robust partnerships with other professionals are highly effective in providing for children's needs. Children make good progress and transitions in and out of the setting are exceptionally well organised to promote continuity of care and learning.

It is not yet outstanding because

- Open-ended and natural resources are not routinely accessible, to encourage children to play and explore indoors and outdoors in different ways.

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 the outside learning environment and viewed toys, equipment and resources.
- The inspector held meetings with the nominated person, manager of the provision and members of staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Julie Dale

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 and children attend for a variety of sessions. There are currently 125 children on roll, of these, 96 are in the early years age group. The nursery also offers care to children aged 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. All staff hold appropriate early years qualifications at level 2 or level 3. Two members of staff are working towards an early years foundation degree, one member of staff has a foundation degree. 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:

- increase the range of accessible open-ended and natural resources, such as fabrics, boxes and bags, both indoors and outdoors, in order to encourage children to play and explore their environment in different ways.

Inspection judgements

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

Managers and practitioners have a very secure knowledge of the Statutory framework for the Early Years Foundation Stage and a good understanding of how children learn through their play. Practitioners have high expectations of themselves and the children, and provide a wealth of challenging and imaginative play and learning experiences. Teaching enables children to become motivated and independent learners. For example, when exploring the different mediums of sand, water and soil, children in the toddler room are given opportunities to pour, fill and sift while practitioners use a variety of resources to guide and stimulate their learning. The practitioner's good understanding of children's development enables them to provide innovative activities and environments which promote the children's interests. The creatively used outdoor areas engage children in their learning and encourages exploration and imaginative play. For example, children create dens in the newly created bird hide and go on mini beast hunts, exploring the environment around them. However, there are further opportunities for practitioners to provide a range of accessible open-ended and natural resources, such as fabrics, boxes and bags both indoors and outdoors, in order to encourage children to play and explore their environment in different ways.

Practitioners use thorough systems to assess children's starting points and ongoing progress and these are well established, robust and include all those involved in their learning. Practitioners prepare detailed plans that cover all the areas of learning and reflect children's individual interests and next steps. The needs of individual children are recognised and are incorporated into planning activities that stimulate and challenge them. For example, quieter or newer children are sensitively drawn into playing with other children. As a consequence, all children enjoy a busy and active time, and make very good progress in their learning and development. Practitioners make thorough observations to identify the next steps in children's development. They set realistic targets for children which support them exceptionally well in their progress towards the early learning goals. Staff are skilled in building on children's first-hand experiences to support early language skills, personal, social and emotional development and physical development. Robust observation and assessment procedures monitor children's progress as they work towards the early learning goals and develop the necessary skills to support their readiness for school. Parents receive regular highly comprehensive feedback helping them to feel included in their child's learning. For example, they are provided with both daily feedback and more detailed periodic written reports showing them what their children have achieved. They are invited to attend parents' meetings with their child's key person on a regular basis. In addition, they have easy access to a broad range of information about activities and learning objectives within the setting. Consequently, they are fully included and are helped to understand how to support their children's learning at home.

Children's communication and language is extremely well promoted as practitioners pay very close attention to helping them to acquire the necessary skills for the future. The utmost priority is given to ensuring all children are provided with the necessary support to help them make very good progress in their learning. Practitioners use a wealth of strategies to include and support all children, such as visual and pictorial systems, picture cards and one-to-one groups, especially for children who speak English as an additional language. They talk to parents about language spoken at home and ask for key words which help them to meet the children's needs. Materials for making marks are widely available both indoors and out and presented in imaginative ways to capture the interest of all children, such as in the role play area, outside and on art and craft tables indoors. Children are encouraged through skilful teaching to begin to give meaning to marks as they recognise their individual name cards and coat pegs. Books and reading materials from many cultures are readily available and children enjoy the one-to-one experience of sharing them with practitioners or participating in group story time. Practitioners skilfully use tone and intonation as they tell stories and share picture books with children. Children use their creative skills and explore media during art and craft activities where they have free access to paper, glue, scissors and pencils. They enjoy making and listening to music, spontaneously singing their favourite songs or listening to and taking part in group sessions. Practitioners provide an extensive range of opportunities for children to seek out patterns, count, sort and match through a range of games, construction toys and everyday routines. For example, children confidently count to 10 and beyond, as they push cars around a track or dig and pour in the sand and water. All the children have good access to a range of programmable toys, such as computers and sensory resources.

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

A calm and caring atmosphere creates a positive learning environment for all and children are highly valued as individuals. Careful consideration is made to the allocation of each child's key person. This supports close bonds between children and practitioners and provides a strong base for children to develop their independence and explore. In addition, parents acknowledge and appreciate the warm welcome and ongoing support that they receive. All children show a strong sense of emotional security within the setting and settle well because practitioners have a good knowledge of their individual likes, needs and routines. They work very closely with parents from the outset to gather all the relevant information and ensure that this is regularly updated to reflect any changes. Transitions from room to room and from one setting to another are well managed as practitioners have established very positive partnerships with parents, other providers, and local pre-schools and schools. Key persons accompany children to new rooms until they feel confident on their own. Therefore, children feel confident and this helps establish close relationships with new people.

Practitioners give high regard to the safety of children and ensure that resources and equipment are appropriate to their individual needs. Extreme care and consideration is made to the presentation of activities both indoors and out, providing a consistently stimulating learning environment for children. They are encouraged to develop healthy lifestyles and learn about the importance of exercise using the outdoor spaces and equipment. Practitioners reinforce safe practice with equipment and toys diligently to instil good habits from an early age. For example, when climbing the steps on the stairs children are reminded to hold onto the safety rail. Rigorous risk assessments are recorded and are in place and daily checks to minimise risks to children are carried out across the setting. Children are cared for appropriately following any minor accidents and staff deal sensitively with any bumps they have received. Comprehensive records are kept of any accidents as are records of medicines given and these are shared with parents.

Children show a clear knowledge of how to keep themselves healthy as they are encouraged to make choices about the food they eat, recognising that some food choices are healthier than others. Children develop excellent self-help skills. For example, before playing outside they find their own coats and shoes, which they put on with minimal help from practitioners and at snack and lunchtime pour their own drinks and serve their own meals. A calm and harmonious atmosphere supports children's learning and any minor disputes are diffused very quickly. Children get on well together, know what is expected of them, learn to take turns and value one another. Practitioners support children to understand the potential impact of their actions on others. For example, the older children help the younger children to take part in the mini-beast hunt, sharing equipment and demonstrating how to use the magnifiers to see the mini-beasts in the containers. Positive behaviour is consistently acknowledged and children's achievements, no matter how big or small enthusiastically celebrated. For example, practitioners thank children for their 'good counting and good listening' during a planned activity, and for sitting appropriately during a story session.

The effectiveness of the leadership and management of the early years

provision

Following a recent visit by Ofsted, the setting received a notice to improve to ensure that the management of the setting improved their knowledge of disqualifiable offences, including disqualification by association and improved information gathered about a person's background to ensure robust suitability decisions are made for new and existing staff. Ofsted is satisfied with the steps taken by management to ensure they have an understanding of disqualifiable offences, including disqualification by association, in order to make robust suitability decisions for new and existing staff. Therefore children's well-being and safety are now fully assured in the setting.

The registered provider and management team pursue excellence in all areas and provide good leadership for the setting. They have consistently high expectations for the quality of care, learning and development offered to children. Procedures and documentation are robustly reviewed and updated to ensure that all requirements of the Statutory framework for the Early Years Foundation Stage are well met. Managers and practitioners have a good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Safeguarding of children is very secure in the nursery. All practitioners have attended mandatory safeguarding training and have an extremely good level of knowledge and understanding of child protection issues. The highly comprehensive policies and procedures underpin practice within the setting. This ensures that any concerns practitioners may have about a child in their care would be addressed swiftly and comprehensively.

Well-established recruitment and vetting procedures mean that practitioners undergo robust suitability checks and have completed training or are willing to do so. All practitioners complete a thorough induction process to help them understand their roles and responsibilities. A broad range of monitoring and performance management tools help managers to effectively support staff. As a result, any practice or training issues are quickly identified and addressed. In addition, managers and practitioners work well together and pay high regard to each other's strengths and areas of expertise. Therefore, they create a very supportive and positive environment for children to play and learn. The setting implements robust risk assessments, which ensures a child-friendly and safe environment for children to play and explore with confidence. Practitioners assess the area on a daily basis and remain constantly vigilant to potential hazards. In addition, the very close working partnerships between practitioners ensure the level of supervision is consistently high. Practitioner deployment around the setting enhances all aspects of the children's learning as all rooms have generous adult-to-children ratios as standard practice.

Practitioners have formed very strong partnerships with parents who value the service highly. They state that they feel fully informed and included in their child's care and learning at all times, and benefit from regular verbal and written feedback. Parents are invited to attend meetings about their children's progress on a regular basis and to participate in the future development of the setting. An extensive range of information is made readily available to parents and they routinely have access to policy updates to keep them informed about current practice. The setting has excellent strategies in place and

has established effective partnerships with other agencies in order to give consistently high levels of support for individual children. Managers and practitioners are committed to the service they provide. They work incredibly hard to keep up to date and maintain the very good practice within the setting. They share the same vision for continued development and systems for ongoing self-evaluation are effective in identifying a detailed plan for future developments. Managers have a very good overview of the curriculum through robust monitoring of the educational programmes. Planning and assessment are checked to make sure they are consistent and precise. The setting consistently takes account of children's and parents' views, thoughts and feelings, to guide and inform practice. They are encouraged and their comments welcomed as they feedback their comments through regular questionnaires and ongoing discussion. As a result, they are fully involved in affecting change in this very good setting.

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	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	EY432366
Local authority	Staffordshire
Inspection number	960154
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	69
Number of children on roll	125
Name of provider	Kiddie Winks Day Care Nursery
Date of previous inspection	22/07/2013
Telephone number	07894 060137 or 01283 740100

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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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