

Kiddiewinks @ Sandringham Primary School

Sandringham Primary School, Sandringham Road, DONCASTER, South Yorkshire, DN2 5LS

Inspection date	10/07/2014
Previous inspection date	20/01/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
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

- Arrangements for safeguarding are firmly embedded in practice. Strong policies and procedures are consistently implemented to promote children's safety and welfare exceptionally well.
- Practitioners plan exceptional educational programmes that ignite the interests of children of all ages. The quality of teaching is exemplary, with particular reference to children's communication and language; personal, social and emotional development; and physical development. As a result, children make exceptional progress in their learning and development.
- Children are extremely happy and settled, and their behaviour is excellent. This is because practitioners are highly skilled and sensitive in helping all children form strong, trusting and secure emotional attachments.
- The manager and practitioners are highly enthusiastic and work extremely well in close partnership with parents and other professionals. They are fully committed to providing high quality care and education for children, which means children's welfare is very well supported.
- The manager and practitioners are truly passionate and dedicated to their work and value opportunities for professional development; the drive for improvement is uncompromising in their endeavour to improve learning outcomes for all children.

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 practitioners and children interacting during activities in the main play area and outside.
- The inspector carried out a joint observation with the deputy manager.
The inspector looked at various documents, including policies and procedures,
- children's records, evidence of the suitability of practitioners and safeguarding procedures.
- The inspector viewed a sample of children's development records.
- The inspector spoke to parents to obtain their views on how the nursery meets children's needs.

Inspector

Ruth Moore

Full report

Information about the setting

Kiddiewinks @ Sandringham Primary School Nursery opened in 2010 and is privately owned. It operates from a single storey building in the grounds of Sandringham Primary School in Doncaster. Children have access to a playroom and associated facilities including toilets, and a secure outdoor play space. The nursery serves the immediate locality and also the surrounding areas. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery opens five days a week, from 7.30am until 6pm, all year round except bank holidays. Children attend for a variety of sessions. There are currently 38 children on roll. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. There are currently six practitioners working directly with children, all of whom have an appropriate early years qualification. Three of the practitioners have qualifications at level 3. One practitioner has a qualification at level 2 and is currently working towards a level 3. The manager and deputy manager hold a qualification at level 4. 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:

- continue to build the already excellent relationships with parents to provide even more inspiring learning opportunities for children.

Inspection judgements

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

Children are extremely interested in learning and are very confident. They are very successfully supported by practitioners who have an excellent understanding of the Early Years Foundation Stage. As a result, children make outstanding progress across all areas of learning during their time at the nursery. Practitioners place a sharp focus on the three prime areas of learning during the settling-in period. For example, children are enthusiastically engaged in conversation to effectively support their communication and language skills. They receive strong support for their physical, personal, social and emotional development, to allow them to fully investigate the dynamic environment. Consequently, all children make significant progress from their initial starting points. Practitioners have very high expectations for children. As children grow in confidence and ability within the three prime areas, practitioners use their excellent understanding of how children develop to place an equal focus on all seven areas of learning. For example, the rich environment, indoors and outdoors, and a wealth of resources are organised to provide optimal challenge during children's incidental play. Practitioners work exceptionally well together to ensure children benefit from an educational programme that clearly fosters opportunities for active learning and for them to create and think critically. They

are highly skilled in playing alongside children, using language to help them to make links between ideas and what they should do next.

Teaching techniques are rich, varied and imaginative across the nursery because practitioners notice what arouses children's natural curiosity. They ensure they provide sufficient time and space for children to become deeply involved in their learning. Children enjoy variety and challenge in all activities and show high levels of independence and curiosity as they play. For example, practitioners skilfully question children and are imaginative in teaching and helping them explore the concept of size, shape and number as they cut, divide and share fruit at snack time. A highly inclusive approach to children's learning is evident and they make choices and decisions about their play and learning throughout the day. Children are given time to think and respond to questions in their own time. This helps children to develop skills and achieve their goals. For example, at circle time children join in with a game to try and guess what activities are planned for the session. Practitioners enthusiastically and skilfully use this time to support children in developing an understanding of initial letter sounds. Children are enthralled, enthused and excited as they wait to see if they match the sound correctly to the photograph of the activity as it is pulled from the activity basket. They are very keen to learn about letters and sounds.

Planning, observation and assessment systems have been reviewed and practitioners use a highly focused and defined approach to planning, which is based on children's interests, ideas and developmental needs. Planning evolves each day, and reflects observations of individual children during activities and their planned next steps in learning. Practitioners listen with genuine interest to children, and show children that they value their contributions and suggestions. They are committed, dedicated and enthusiastic in their roles; and undoubtedly enjoy working with children and their families. Practitioners are decidedly competent in the way in which they use adult-led and child-initiated activities to question and challenge children's thinking. Interaction between practitioners and every child is extremely strong. Children are exceptionally well prepared for the next stages in their learning, and they are very effectively supported in their transition into school. The very well-resourced learning environment, excellent organisation of planning and practitioners' secure knowledge of children's next steps in their learning, help to ensure that every opportunity is made to support and extend children's learning across all areas. Partnerships with parents are well promoted because the practitioners actively encourage them to be involved in their child's learning. A meticulous range of information is gathered from parents at the children's settling-in visits, which enable them to settle quickly. Children's ongoing excellent progress and development is enthusiastically shared with parents on a daily basis. Parents are supported in extending children's learning at home; as highly motivated practitioners give suggestions as to what parents can focus on in the home environment, to support their child's learning further. This is to be significantly enhanced with the introduction of an electronic system, to enable parents to have innovative access to their child's inspiring observations, assessments and planning. Plans are in place to carry out parents' evenings from next term, to provide parents with a more formal opportunity to speak with their child's key person about their progress. Parents' contributions are highly valued and play an important part in helping practitioners gain the most accurate picture of a child's all-round development. Parents are extremely complimentary about the nursery and the impact it has on their child's excellent progress.

These robust partnerships enable children to make exceptional progress as a result of consistency and coherence.

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

An exceptionally well-established key-person system helps children to make a smooth move between home and the nursery. Staff fully appreciate the value of working with parents and other agencies to obtain comprehensive and detailed information prior to a child beginning at the nursery. In this way, they are extremely aware of children's needs and are in a position to meet them as soon as a child starts. A very flexible induction system for all new children helps to ensure that each child is emotionally ready for the move to nursery. Transitions within the nursery, and to school are expertly and sensitively handled. They are timed to fit in with the individual needs of children and families, further supporting children's already exemplary levels of confidence. Wall displays enhance the nursery environment and give children a sense of belonging and self-awareness. Play spaces are extremely well organised and resources are of an excellent quality, particularly in the outdoor area, and stored at age-appropriate heights. This allows children to make independent choices about their play, use their imagination and play with their friends. As a result, children are extremely happy, relaxed and confident in this inspiring, welcoming environment. Children are highly motivated in their play, because they are consistently engaged in stimulating learning. As a result of this, behaviour is exemplary. Staff are excellent role models. They skilfully use positive strategies to reinforce their expectations to children and recognise their efforts as achievements. Children receive regular praise and encouragement and are sensitively supported with learning how to understand and manage feelings. As a result of this, children quickly learn what is expected of them and develop their understanding of right and wrong. They have an excellent appreciation of the rules and routines of the nursery and follow these with little prompting or reminders.

Children are developing a superior understanding of the importance of living a healthy lifestyle. At mealtimes, whilst the nursery gives children meals provided by their parents, children are encouraged to help prepare their meal and to feed themselves. During this time, the practitioners take the opportunity to chat to children about the food they are eating. Children help themselves to freely available water, pouring their own drinks to hydrate themselves. As a result, independence skills are promoted exceptionally well. Excellent hygiene practices are in place for all children to minimise the risk of cross-infection. Children are shown how to blow their nose and encouraged to dispose of the tissue quickly. There are high standards in place with regard to personal care routines. For example, practitioners provide children with one-to-one opportunities when developing their hygiene skills; they model hand washing and instruct very high standards of hygiene when children use the toilets. Practitioners provide an exciting learning environment, both indoors and out, and children access outside provision daily. Superb resources cover every aspect of learning and are easily accessible. This means that children who prefer to learn outdoors have the same opportunities to challenge their all-round development, while meeting their individual learning needs. Children gain an exceptional awareness of how to keep themselves healthy and safe. They practise the emergency evacuation procedure in case they need to leave the premises unexpectedly. Risk assessments are methodical and regularly updated to reflect any changes in the environment. Practitioners are vigilant and

supervise children very well.

The nursery significantly enhances all aspects of the children's social skills by actively promoting and demonstrating a positive attitude towards others. They have a rich, varied and imaginative selection of books and play materials, which reflect positive images of diversity that help to nurture children's respect towards people who are different to them. Children also attend a variety of community settings on a regular basis in the local area, including community attractions and the library, to encourage them to develop their understanding of the world. Consequently, children are making relationships and developing their social skills in preparation for later transitions into school.

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

The manager and practitioners place the utmost priority on meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. The management and practitioners attend relevant safeguarding training to ensure that they fully understand and fulfil their responsibilities, with regard to child protection. There are two designated safeguarding officers to ensure that there is always someone available, should practitioners need support. As a result, they have an excellent understanding of how to respond to a safeguarding concern about a child in their care or an allegation being made against a colleague. All required documentation and records are clear and well written, including robust risk assessments. Meticulous policies and procedures are appropriately kept and available for parents at all times. There is robust evidence of effective vetting and recruitment procedures that ensure all persons employed are suitable to work with children. The identity of visitors is checked and there are clear boundaries around the use of cameras and mobile phones. As a result, the nursery's practice is exemplary in underpinning children's safety and welfare.

Focused leadership is highly successful in inspiring practitioners, who constantly evaluate the learning environment and look at how they can enrich the experiences for children. The monitoring of all aspects of practice to inform continuous improvement is rigorous. This includes the educational programmes to ensure they have sufficient depth, breadth and challenge and reflect the aptitudes, needs and interests of children together with an assessment of the quality of teaching and learning overall. Children who need additional support are quickly identified, and interventions are provided through very effective partnerships with other agencies. As a result, strategies ensure that all children make excellent progress for their age and stage of development. Leadership and management are outstanding and teamwork is superb. High aspirations are shared among everyone involved with the nursery and practitioners are well supported by members of the management. Fully embedded continuous improvement and self-evaluation mean the nursery offers children excellent care and education. The management and practitioners are well qualified, which is reflected in the excellent provision children receive. They continue to train and enhance their qualifications, and are highly motivated. When practitioners attend training courses they share their knowledge with the team and implement a change to the nursery, as a result, this practice ensures that children and their families benefit directly from professional development. Supervisions, appraisals,

team meetings and lots of daily communications provide the team with a wealth of support. A reflective culture is encouraged and helps all practitioners to continue to improve their own practice and the nursery provision. When changes are made, the management team support other colleagues, ensuring practice quickly reaches the nursery's established high standards. Since the last inspection by Ofsted, the management team have significantly enhanced the service they provide. The learning environment has been vastly updated and includes a wide range of resources that enable children to learn positive attitudes and behaviour towards people who are different from themselves. A highly inspiring collection of mathematical resources are readily available both indoors and outdoors. Staffing procedures are now robust and meticulous risk assessments are carried out and reviewed regularly.

Practitioners welcome feedback and provide an open and transparent communication system. They actively seek children's and parents' views to find out about things they like or dislike at the nursery through questionnaires. These are then taken into account to ensure children's and parents' contributions are valued and used constructively to develop provision and improve learning outcomes for all children. As a result, children develop the skills necessary for future life, and make outstanding progress in all aspects of 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	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	EY416858
Local authority	Doncaster
Inspection number	870919
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	38
Name of provider	Dawn Turton
Date of previous inspection	20/01/2011
Telephone number	07849765138

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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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