

# Kiddiwinks Day Nursery

397 Wilmslow Road, MANCHESTER, M20 4WA

## Inspection date

10/12/2014

Previous inspection date

10/05/2012

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

3

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 requires improvement

- Staff undertake observations of children as they play and gain an understanding of children's likes and interests. They plan activities based on themes and celebrations throughout the year which children enjoy undertaking.
- Staff have an appropriate understanding of effective safeguarding and risk assessment. As a result, risks to children are identified and minimised.
- The management team undertake self-evaluative practice and involve the views of parents and staff to develop the provision. This shows a commitment to improving.
- Positive relationships are in place between children and staff. Information is shared between parents and other professionals. As a consequence, children's individual care needs are supported.

### It is not yet good because

- Assessment and the consistent identification of children's developmental progress is not yet embedded in practice. Therefore, planned activities do not always offer appropriate challenge.
- Children's critical thinking skills are not always fully extended. Staff ask questions which do not always challenge children and support them in formulating a response in order to express their own ideas.
- Staff do not yet have the opportunity to undertake peer observations, in order to share good practice with one another and raise children's attainment to the highest level.

## **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.

## **Inspection activities**

- The inspector observed activities and children at play throughout the inspection.
- The inspector spoke with children, parents, staff and the management team throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals and undertook a joint observation with the deputy manager.
- The inspector checked evidence of the suitability and the qualifications of staff working with children, the provider's self-evaluation and improvement plans.

## **Inspector**

Elisia Lee

## Full report

### Information about the setting

Kiddiwinks Day Nursery was registered in 1995 and is on the Early Years Register. It operates from a semi-detached house situated in the Withington area of Manchester. Children are cared for within four rooms located on two floors. It is registered to a private individual. The nursery serves the local area. There is an enclosed area available for outdoor play. The nursery employs eight members of childcare staff. All members of staff hold an appropriate early years qualification at level 3. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 38 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- improve staff knowledge of the observation and assessment process in order to better understand children's individual levels of achievement, monitor children's progress and accurately plan for the next steps in their learning and development.

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

- extend practice when questioning children by posing questions which challenge children's critical thinking skills and encourage them to think through their ideas, in order to help children make the best possible progress in their learning
- enhance the professional development of staff through sharing examples of good practice and sharply focused evaluations in order to raise children's attainment to the highest level.

## Inspection judgements

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

Staff have a suitable knowledge of the Early Years Foundation Stage. They plan activities based on different themes which incorporate children's interests. Educational programmes cover the seven areas of learning and, as a result, children satisfactorily gain the necessary skills to prepare them for school. However, at times, some aspects of the educational programme lack challenge for children. For example, children make Christmas

cards. All card shapes are pre-cut and staff direct children on how to use the paints, glue and glitter. This means that children are not always appropriately challenged through planned activities because, at times, activities are too adult-led. Staff observe children as they play. This allows them to become aware of children's likes and dislikes. However, staff do not use information gathered from observations to consistently identify children's development stage and effectively monitor their progress. This means that planned activities do not always reflect or shape challenging learning experiences for children. As a result, children do not make the best possible progress in their learning.

The quality of learning and teaching is variable. Staff verbally interact with children and generally support them to learn new concepts. However, staff do not always ask questions which challenge children's critical thinking skills and children can quickly lose interest in activities. This means that, occasionally, children's communication and language skills are not fully supported. As a result, the quality of learning and teaching is not consistent, and the impact of teaching on children's progress is satisfactory rather than good. Children initiate their own play and access resources independently. For example, younger children enjoy exploring a range of resources with different textures and sounds, while older children enjoy looking at books and making number jigsaws. Staff support children by joining in with their play and role-modelling how to use resources. For example, they sit on the floor with babies and model how to make different animal sounds. Children who speak English as an additional language and children with special educational needs and/or disabilities are supported through the use of specialised resources. Staff work closely with parents and other professionals to support children's individual needs.

Partnerships with parents are in place and staff value their contributions. They are invited to activity afternoons where they stay with their children and join in activities. Staff and parents work together to complete documentation prior to children starting. This allows staff to be aware of children's likes, dislikes and care needs. Parents are welcomed into the nursery to look at their child's development file at anytime. They are involved in the assessment process as they are shown the progress check for children aged between two and three years. Children are supported with continued learning in the home as ideas for activities are sent home. In addition, the nursery uses a take home teddy. This involves children taking a teddy home and writing a diary of the things they have enjoyed while being with children. Communication methods are supported through daily verbal feedback, newsletters and a designated parent's information board. Parents are complimentary about the nursery. For example, they comment how children have settled into the nursery well and how staff are caring towards children.

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

An effective key-person system supports children's care needs. Staff observe children when they start at the nursery to see which member of staff they form an attachment to. Positive relationships are in place between children and staff and children are settled and secure. Children interact well with adults and invite them to join in their play. For example,

young children make their needs known and involve staff by pointing to resources. Staff are positive role models and interact with children at their level. They demonstrate this well when they play together and throw balls through a hoop during outdoor play. Children's emotional well-being is supported, generally, well and staff quickly attend to their needs. For example, staff discuss the importance of sharing resources with one another. Positive behaviour is encouraged through staff being good role models and praising children. Children benefit from the praise they receive from staff after they have completed activities. This promotes their self-esteem and confidence.

Children are building an understanding of risk and safety through undertaking regular emergency evacuations. In addition, children use tools, such as scissors. In the outdoor area children negotiate steps on a slide as they develop their physical skills. Children's independence is supported. Children are encouraged to use the bathroom, choose their own resources and put their coats on for outdoor play. The nursery is adequately resourced and children freely access resources to initiate play and develop their interests. For example, children enjoy searching for dinosaur figures in a tray that are hidden within long strips of paper.

Children learn about healthy lifestyles through daily access to the outdoor area and fresh air, music and movement sessions and walks in the local environment. Children visit the local library and enjoy outings to the local shops. This enhances children's physical skills and helps build their knowledge of the wider world. The nursery has two designated cooks who serve freshly cooked meals every day. Menus incorporate a range of fresh fruit and vegetables and all dietary requirements are catered for. Children grow their own vegetables in the garden and these are regularly used within meals. In addition, children take part in baking activities, such as baking bread to eat at snack time. Children are supported at times of change. As children move through the nursery staff meet to discuss children's development files and children go on settling-in visits as they move into the next room. When children move to school staff complete transition documents. This means that information about children's care and learning needs is shared with all carers. Consequently, children are prepared for change and readiness for school.

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

Staff demonstrate that they have a secure understanding of effective safeguarding practice. They are aware of the safeguarding policy and the procedures to follow should they have a safeguarding concern or be concerned about a child's welfare. Staff attend regular safeguarding training to refresh their knowledge. There are effective processes for selection and safe recruitment of new staff. The manager ensures that references are gained and appropriate suitability checks are undertaken. Staff are further supported through induction processes, appraisals and supervisions. The staff have a suitable understanding of risk assessment in order to minimise hazards for children. They complete daily safety checks each day to identify potential risks. For example, in the outdoor area staff ensure that stairs are clear and footpaths are not slippery. Procedures are in place which support effective safety practices. A visitor's book is in use and visitor identification

is checked by the manager prior to them being allowed entry to the nursery. Staff observe and supervise children well, therefore children are suitably protected.

Staff show that they have a satisfactory knowledge of how to support children in their learning and development. Staff interact with children, play with them at their level and follow their interests. The management team are committed to making ongoing improvements and fully support staff undertaking further training. The impact of attending training aims to support staff in developing their practice and refresh their knowledge. Staff have recently attended training on caring for two year olds, positive behaviour management and supporting families. The manager monitors practice through liaising with staff, undertaking staff meetings and the supervision system. However, there is scope to enhance the system to support staff in sharing good practice among themselves, such as peer observation, in order to raise children's attainment to the highest level. Teaching practice is, generally, good and children make some progress in their learning and development. However, planned activities do not always present challenge and the inconsistent tracking of children's achievements means that teaching opportunities do not maximise children's learning.

Staff undertake self-evaluative practice. They are currently working towards the completion of a quality assurance scheme, which identifies strengths and areas for development. The manager has identified areas that she would like to improve, such as further developing the outdoor area and analysing data about children's progress to better identify gaps in children's learning. All of the actions and recommendations raised at the last inspection have been addressed. For example, the risk assessment process has been revised, the environment has been changed to allow children better access to resources and resources have been purchased which promote equality and diversity. Staff and parents are involved in the evaluation process through the use of questionnaires. This shows that the management team are committed to improving the nursery further. Partnerships with other professionals are in place. For example, staff have links with health professionals, educational professionals, other early years providers and local authority advisors. This shows an understanding of the importance of partnership working to meet the needs of children.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	500114
<b>Local authority</b>	Manchester
<b>Inspection number</b>	819294
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	52
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Helen Malik
<b>Date of previous inspection</b>	10/05/2012
<b>Telephone number</b>	0161 256 2227

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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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