

# Kiddiwinks Day Nursery

Kiddiwinks Day Nursery, New Road, Dinnington, South Yorkshire, S25 2QT



## Inspection date

22 January 2016

Previous inspection date

19 April 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The provider is very knowledgeable and an effective leader. She is supported well by her management team. Self-evaluation is accurate and the provider is committed to maintaining a high-quality provision for all children.
- Staff working with older children place a strong focus on helping them to learn good literacy skills. Older children demonstrate how they link sounds to letters to help them begin to read words.
- Disabled children and those with special educational needs are supported well through the strong partnerships established with parents and other professionals.
- Staff skilfully use all opportunities to promote children's early and growing mathematical understanding. They model counting and teach children to recognise how things change in quantity when something is added or taken away.
- Children's emotional needs are supported well through times of change. Staff take children on visits to the school they will be moving on to and teachers visit children in the nursery. Children benefit from good continuity in their care and development.
- Children who enter the nursery with language skills below those of other children their age are improving. This is because staff use additional funding well to narrow the gap between them and their peers.

### It is not yet outstanding because:

- Staff in the toddler room plan a wide range of activities which children enjoy and become involved in. However, they do not always ensure that the activities help children make the best possible progress.
- The provider does not yet use information as well as possible to check and compare the progress made by different groups of children.

## What the setting needs to do to improve further

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

- increase the focus on what toddlers need to learn next in the planning of activities, so that they can make more rapid progress
- enhance the use of information from assessment, to further check and compare the progress made by different groups of children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Jane Tucker

## Inspection findings

### Effectiveness of the leadership and management is good

The provider and management team implement and understand the requirements of the Early Years Foundation Stage well. They are aware of current legislation and regularly update the staff team to help ensure their knowledge is good. The arrangements for safeguarding are effective. Staff demonstrate a good understanding of how to protect children and keep them safe from harm. The provider uses good employment, induction and vetting procedures. She checks to find out if staff working with children are suitable to do so. Staff are well qualified and experienced. They are encouraged to attend training which helps them to enhance their professional knowledge. The provider completes regular observations to assess the quality of staff's practice. Children benefit from good quality teaching which has a positive impact on their learning and development.

### Quality of teaching, learning and assessment is good

Staff's interaction is very effective and supports children's good progress. Children are motivated learners who actively engage in play. They have many opportunities to be creative and use their imagination. Babies enjoy the sensory experience of making marks in paint. Toddlers sit with their friends and thoroughly enjoy using pens to draw their pictures. Boys take part in role play, as they pretend to make tea for staff. Older children engage very well in group story sessions. Staff read expressively, pausing at intervals to encourage children to say the next word in the sentence. They use props and gestures to bring stories alive. Older children demonstrate their listening and attention skills as they recall events from the book. They competently answer questions and use language well. For example, they describe the bed as, 'lumpy'. Overall, assessments provide a clear overview of what children can do and what they need to learn next.

### Personal development, behaviour and welfare are good

Children show how they have formed secure, emotional relationships with staff and feel safe in their care. Babies enjoy cuddles and toddlers seek staff's attention by drawing them into their play. Children's good health and physical well-being are promoted well. Staff use mealtimes to talk with children about healthy food and drinks. They encourage children to follow good hygiene procedures and ensure they have daily opportunities to be active. Toddlers and older children ride wheeled toys outside. They learn how to manoeuvre their scooters around their friends, safely negotiating space. Babies show their newly developed skills, as they begin to pull themselves to standing with the support of staff. Staff are good role models. Children learn to play cooperatively, share and take turns. Toddlers show how they are becoming aware of the feelings of others, as they tell staff when their friends are sad. Staff teach children about the wider world. Children listen to stories which help them to understand about the lives of children in Africa.

### Outcomes for children are good

All children make good progress in their learning. They develop the social skills, confidence and independence they need in preparation for moving on to school.

## Setting details

<b>Unique reference number</b>	EY434298
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	853514
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	51
<b>Number of children on roll</b>	156
<b>Name of provider</b>	Limar Childcare Limited
<b>Date of previous inspection</b>	19 April 2012
<b>Telephone number</b>	01909563663

Kiddiwinks Day Nursery was registered in 2011. The nursery employs 22 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs.

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