

# Walton Kiddiwinks Nursery

54/56 Grey Road, Walton, Liverpool, Merseyside, L9 1AY



## Inspection date

15 February 2016

Previous inspection date

4 October 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
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

- Leaders monitor children's progress. This enables them to quickly identify children who require additional support. Leaders work effectively with parents and other agencies, in order to use consistent strategies which support children's development.
- Parents are well supported to become involved in children's learning. Staff share information about children's interests and achievements and make good use of the information gathered from parents to extend children's learning in the nursery.
- Children receive very good support to help them prepare, developmentally and emotionally, for the eventual move to school.
- The key-person system is well embedded in practice. Children grow in confidence as they explore, benefitting from secure and friendly relationships with the well-established staff team.
- Staff conduct thorough risk assessments of the environment and activities, to help minimise potential hazards. They support children well, as they begin to test their physical skills and manage small risks.

### It is not yet outstanding because:

- The newly implemented procedures for leaders to observe and evaluate the quality of staff practice, are not yet incisive enough to help staff develop their teaching practice to an even higher level.
- Staff do not always fully promote the opportunities for younger children to make choices about how they use resources, particularly during messy play.
- Staff do not always make the most of opportunities to help children understand why it is important to follow good hygiene routines.

## What the setting needs to do to improve further

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

- focus more sharply on developing the procedures for observing and evaluating staff's practice, in order to raise the quality of teaching to an even higher level
- build on the opportunities for younger children to make choices about how they explore resources, to further promote their engagement
- help children to develop their understanding of how good practice with regard to hygiene contributes towards their good health.

### Inspection activities

- The inspector held a meeting with the leadership team. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability and qualifications of staff working in the nursery.
- 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 provider.
- The inspector reviewed written feedback provided by parents and took account of their views.
- The inspector toured the nursery.

### Inspector

Lauren Grocott

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders have a desire to develop the provision. All staff are encouraged to reflect on the opinions of parents and children and contribute towards ongoing development plans. Staff are well qualified for their roles and are offered regular opportunities to undertake further training. This is one way that their existing knowledge and skills are enhanced. The arrangements for safeguarding are effective. Staff have a clear understanding of how to identify and report concerns regarding children's welfare. Daily practices within the nursery which help to keep children safe, are underpinned by the policies of the nursery. Leaders have devised robust monitoring systems. They use the data collected effectively, to enhance the provision and make good use of additional funding. This helps them to promote good outcomes for children. Parents feel that their children are very happy attending the nursery and that they are kept well informed of their children's progress.

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

Children's interests and existing skills are readily identified by staff. Staff use their observations and accurate assessments to plan activities which interest and excite children. For example, older toddlers explore an orange. After cutting up the orange, they decide to plant the seeds outside in the garden. Staff extend this and encourage children's thinking skills by using questions. Pre-school children are challenged as they form letters using a variety of materials and think about the order of letters in the alphabet. This is one of the ways in which staff support children's emerging literacy skills. Babies grow in confidence as they move around low-level furniture, building their muscles. Staff use praise to encourage babies to keep trying, creating positive attitudes towards learning. Children enjoy exploring the outdoor area. They get messy as they climb, balance and explore natural materials in the mud kitchen. Staff working with toddlers and older children actively encourage children to follow their own interests which promotes their engagement well.

### Personal development, behaviour and welfare are good

Children are encouraged to respect others and express their feelings. They show a developing understanding, relative to their ages, of kind and caring behaviour. Staff are positive role models and encourage children to help one another, or join in with daily routines. Older children develop a sense of responsibility, as they help to sweep sand from the floor or pass dishes around at breakfast time. Staff are consistent in their expectations of children which promotes children's emotional well-being. Parents are encouraged to provide detailed information about what children like and can already do, when they first begin attending. This helps staff to get to know children quickly and build responsive, warm relationships that promote children's self-confidence. Children are provided with a diverse range of foods which are fresh and nutritious. Parents comment that they are surprised at the range of foods their children are able to try while attending nursery.

### Outcomes for children are good

All children are supported to make good progress, from their individual starting points. They are being well prepared with key skills needed for the eventual move to school.

## Setting details

<b>Unique reference number</b>	322385
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	1028602
<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, Voluntary Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Walton Kiddiwinks Nursery Partnership
<b>Date of previous inspection</b>	4 October 2013
<b>Telephone number</b>	0151 284 0920

Walton Kiddiwinks Nursery was registered in 1998. The nursery employs eight members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. Children can attend a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. The nursery provides care for disabled children and those who have special educational needs.

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