

Kiddiwinks Day Nursery

397 Wilmslow Road, Manchester, M20 4WA



Inspection date

6 April 2016

Previous inspection date

4 November 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Some toys and resources provided for the older children are not appealing because they have missing pieces, are broken or insufficient in quantity. As a result, these toys and resources do not ignite children's interest or give them sufficient opportunity to practise and enhance their skills.
- Children are given too few opportunities to develop their understanding of technology and how it can be used for particular purposes.
- Although the manager and staff carry out regular observations and assessments of individual children, they do not monitor the progress of different groups of children, such as funded two-year-olds or children born in the summer months.

It has the following strengths

- Leaders and managers have addressed all actions raised at their previous inspection. However, they fully acknowledge through their self-evaluation that further improvements are still required to ensure good outcomes for children.
- All staff have undertaken training in supporting children's language, communication and speaking skills. Consequently, children are confident communicators and they are developing a wide vocabulary, supported by staff who model correct language.
- The manager has introduced an attendance policy, which is shared with parents and as a result, children's attendance has significantly improved.
- Children are settled and secure because they are cared for by staff who are kind and nurturing in their approach.

What the setting needs to do to improve further

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

	Due Date
■ ensure that children have sufficient opportunities to develop an understanding of the world, for example by providing activities and experiences that help them to develop a greater awareness of technology	20/04/2016
■ stimulate children's curiosity and enthusiasm for learning by ensuring that the toys and resources provided for older children are in good condition and fit for purpose.	20/04/2016

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

- build on the current observation and assessment procedures, for example by analysing the progress and attainment made by different groups of children, and use this information to further support the learning experiences for all children.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector looked at children's assessment records and planning documents.
- The inspector held a meeting with the manager to discuss the improvements made since the last inspection.
- The inspector took account of parents' views of the nursery.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at a range of documents, including accident and medication records.

Inspector

Patricia Graham

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager has worked with staff to improve the quality of teaching and this has had a positive impact on children's learning. The manager monitors the performance of staff and provides meaningful feedback to help them improve their practice. For example, she raises staff's expectations about what children can do by suggesting how activities can be further developed. Funding from the Early Years Pupil Premium has been used to support children's communication and language skills and all staff are supported in their professional development. Despite improvements being made, the provider has failed to recognise gaps in the educational programme. She has not considered the benefits of monitoring different groups of children to identify whether targeted support is needed. The provider has a good awareness of the safeguarding requirements. All staff working with children are suitable to do so and they have a clear understanding of child protection procedures. Furthermore, all the required documents, including consent to administer medication are in place. As a result, safeguarding is effective.

Quality of teaching, learning and assessment requires improvement

Staff provide some interesting activities for children, which sustain their interest. For example, staff provide babies and toddlers with many sensory resources, which enable them to explore different textures as part of their learning and development. However, some toys and resources provided for older children are in poor condition, which has a negative impact on their learning. For example, as children complete jigsaw puzzles they do not achieve a sense of accomplishment because some of the puzzles have missing pieces. Children do not use the designated sand area because there is too little sand. Staff observe and assess individual children's progress and they work in partnership with parents to extend children's learning at home.

Personal development, behaviour and welfare require improvement

Children benefit from fresh air and exercise as they play in the well-resourced outdoor play area. They play cooperatively with each other, and they are developing an awareness of acceptable behaviour. However, older children are not always provided with sufficient challenge due to lack of resources, which causes frustration and results in some boisterous behaviour.

Outcomes for children require improvement

Recent improvements in the quality of teaching have enabled children to make better progress than previously, most notably in their communication and language development. Staff allow time for children to think before they answer questions, and most activities are planned with a purpose. Staff have created an environment where language is promoted and all children, including children who speak English as an additional language, are developing a wide vocabulary. However, children do not have many opportunities to develop their skills in technology because insufficient attention is placed on this aspect of learning. Staff work in partnership with the local schools, which adequately prepares children for their next stage of learning.

Setting details

Unique reference number	500114
Local authority	Manchester
Inspection number	1037787
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	52
Number of children on roll	36
Name of provider	Helen Malik
Date of previous inspection	4 November 2015
Telephone number	0161 256 2227

Kiddiwinks Day Nursery was registered in 1995 and is situated in the Withington area of Manchester. The nursery employs eight members of childcare staff, of whom seven hold an appropriate early years qualification at level three. The nursery also employs two cooks. The nursery is open from 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, and also receives the Early Years Pupil Premium.

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