

# Kiddy Winks Children And Family Setting

Kiddy Winks, Ackroyd House, Kidderminster, DY10 1NB



## Inspection date

Previous inspection date

31 January 2017

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding Not applicable	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Robust recruitment, staff performance and development procedures ensure the manager and staff are very well qualified and knowledgeable. Their teaching and care are outstanding. The manager and staff conscientiously promote children's safety and well-being. They skilfully plan and organise rich, varied and enjoyable activities that challenge children and help them to achieve at the highest level.
- Exemplary relationships with parents and carers ensure children's needs are understood and met. Their views about their children's care, abilities and interests are valued and conscientiously followed up. Parents and carers really appreciate how the manager and staff ensure children settle quickly, thoroughly enjoy themselves and are supported to make the best possible progress.
- Staff expertly plan for children's interests and next steps for learning. They skilfully adapt their teaching to cater for children's different abilities and ways of learning. During adult-led activities staff successfully develop children's skills and understanding while exciting, free-choice activities stimulate children's imagination and discoveries.
- Children relish opportunities to choose from a wealth of stimulating books, toys and equipment. Staff carefully select resources that make topics and concepts meaningful to young children. For instance, children in pre-school are captivated by imitation snow and realistic figures of people, animal and birds that live in cold climates.
- Children are happy, extremely confident and form secure attachments with the manager and staff. They calmly reassure children who soon become familiar with their surroundings and routines. Children also feel valued, want to do well and try hard as staff encourage their ideas, praise their efforts and celebrate their successes.

## What the setting needs to do to improve further

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

- evaluate the impact of the setting's new outdoor learning facilities on children's understanding, skills and levels of achievement.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the provider who is the manager.
- The inspector held meetings with the manager and deputy manager. She discussed their self-evaluation and plans for improvement.
- The inspector spoke to staff and children during the inspection.
- The inspector looked at relevant documentation, such as policies and procedures and evidence of the suitability of staff working at the setting.
- The inspector took account of parents' and carers' views from her discussions with them during the inspection and from their written feedback to the provider.

### Inspector

Rachel Wyatt

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The manager and staff are passionate about their work with children and families, and are dedicated to offering them a high-quality service. They astutely monitor and evaluate the setting's provision, and effectively plan for improvement by taking account of parents', staff's and children's views. This includes creating an additional, on-site outdoor play area and the manager now intends to evaluate the impact of these new facilities on children's learning and development. Since registration, management have reorganised rooms and groupings of children. They have enhanced information sharing with parents and between staff to improve assessment of children's needs when they start or move within the setting. Excellent partnerships with other agencies ensure consistent, well-coordinated approaches to working with vulnerable children and children who have special educational needs or disabilities. Arrangements for safeguarding are effective. The manager and staff have a thorough knowledge of abuse and neglect. They are vigilant about checking children's welfare and know exactly what to do if they have concerns about a child.

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

The manager and staff know exactly how well children are progressing from their precise assessments and discussions with parents. Staff expertly follow up children's learning needs in their planning and teaching. They conscientiously work with parents and other agencies to provide well-targeted support and strategies for children who have special educational needs or disabilities. Staff interact extremely well with babies and children. They inspire them to join in and remain involved, and skilfully extend their listening skills, understanding and expressive language. Children are curious and imaginative. They eagerly investigate different materials, textures and shapes. They relish finding out about features of the natural world and the lives and customs of other people.

### Personal development, behaviour and welfare are outstanding

The manager and staff fully understand and meet children's often complex care, health or dietary needs. Parents really appreciate how staff readily make physical adjustments and implement comprehensive care plans. These ensure every child is well looked after and can fully participate in all the setting has to offer. Children are very well behaved and have extremely positive relationships. They share, take turns and get on well. Children play cooperatively and like to help each other, for example, in pre-school they work in pairs to solve practical number problems. Children also understand how to behave safely and sensibly as they move around the premises and use utensils and physical play equipment.

### Outcomes for children are outstanding

Children make outstanding progress. They are extremely articulate, resourceful and purposeful, and are prepared well for starting school. Staff skilfully ensure children communicate effectively, including teaching children who speak English as an additional language to understand and speak English well. Children accurately count, compare numbers and solve practical problems. Babies and children relish well-told stories, songs and rhymes. Older children recognise initial letters and sounds, and practise early writing. Some children identify and write simple words, including their names.

## Setting details

<b>Unique reference number</b>	EY493787
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	1031547
<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>	0 - 8
<b>Total number of places</b>	34
<b>Number of children on roll</b>	71
<b>Name of registered person</b>	Elim Foursquare Gospel Alliance
<b>Registered person unique reference number</b>	RP520159
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01562 510413

Kiddy Winks Children and Family Setting was registered in 2015. The setting employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 or 3, including the manager, deputy manager and two other staff who hold level 5 qualifications. The setting opens from Monday to Friday and all year round, except for bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children. There are close links with the charity's other nursery which is in the adjacent building.

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