

Kiddiewinkles Eccles

Christ Church, Liverpool Road, Manchester, M30 0SD



Inspection date	5 October 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 highly motivated leadership team continually reflect on the effectiveness of the provision and implement new ideas which help to improve outcomes for children.
- Safeguarding children is given high priority and is underpinned by staff's secure knowledge of child protection issues and strong partnership working.
- The recently enhanced play areas provide rich, highly imaginative opportunities for all children to explore and investigate inside and outside.
- Qualified staff make learning interesting as they follow children's lead and shape their spontaneous play in ways which promote their good progress.
- Very effective partnership working with many different professionals supports strong assessment and provision for children in need and those who have special educational needs and/or disabilities.
- Relationships with parents are very strong. Parents develop a clear sense of trust in staff and value the support they and their children receive.

It is not yet outstanding because:

- Adult-led activities are not always highly focused or targeted to provide children with the highest levels of challenge to help them achieve as much as they can.
- Leaders do not make the best possible use of their high levels of qualification and expertise to monitor and coach staff so they can develop their practice to a consistently high level.

What the setting needs to do to improve further

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

- enhance the planning of adult-led activities to help provide highly targeted experiences which challenge every child to achieve the highest levels possible
- enhance the current processes for monitoring and coaching staff performance, astutely targeting ways that will help them build on their individual practice and move towards consistently delivering the highest-quality provision for 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 complete a joint observation with the manager.
- The inspector held a meeting with the leadership team. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff.
- The inspector met a community health visitor who was visiting the pre-school for a meeting with the manager.
- The inspector spoke with children and a small number of parents during the inspection and took account of their views.

Inspector

Angela Rowley

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are developing a strong reputation for their work with other professionals to help protect and promote children's welfare. Trusting relationships with parents help staff to be alert to potential concerns. Early intervention helps staff ensure children or families who need support are swiftly supported. Effective risk assessment helps to ensure risks associated with the shared use of and maintenance of the church building, are known and appropriately managed. Good numbers of staff are well deployed. For example, increased support is provided for children with special educational needs and/or disabilities. This helps to ensure the safety of all children. Staff provide good support to help parents understand ways to continue to promote children's learning at home. This includes sending home activity ideas, books and resources.

Quality of teaching, learning and assessment is good

Lead staff have a very good understanding of how children think and learn. Their recent improvements to the way the playrooms and resources are organised have a good effect on children's levels of engagement during their independent play. Staff are skilled in observing and in recognising what interests children. They skilfully add resources which have many different possibilities so children can use them in their own unique way. This helps to sustain high levels of involvement. Pre-school children turn a low bench into a bus and pretend they are going to the beach on a holiday. Their play then continues in the accessible floor sandpit. High priority is given to promoting children's communication and language skills. Staff use specific training programmes to enhance their practice and they make good use of small-group activities to support children's listening and speaking.

Personal development, behaviour and welfare are good

This is a very inclusive pre-school. Everyone says they feel welcome and all children are valued. The strong key-person system helps children to develop secure relationships with familiar staff. Babies and children new to the pre-school settle quickly. Babies and toddlers show how safe they feel as they confidently explore and embrace the interesting environment. All children benefit from daily outside play in the fresh air and sunlight. Their good health is further promoted through the provision of healthy drinks and snacks. Staff successfully organise snack times as a way to help children to develop coordination and good levels of independence.

Outcomes for children are good

Children thrive and are well motivated by the stimulating sensory resources which they investigate with interest. Children develop good creative thinking skills. Through rich exploratory and imaginative experiences they become keen learners. Through effective partnership working, children who need extra support progress well. Children often make the most progress in their personal, social and emotional development and with their communication skills. This is because many have low starting points but catch up well. High priority is given to promote the attitudes and skills children need in readiness for school and provides a very strong foundation for their future learning.

Setting details

Unique reference number	EY490534
Local authority	Salford
Inspection number	1018251
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	55
Number of children on roll	54
Name of registered person	Kiddiewinkles Limited
Registered person unique reference number	RP905162
Date of previous inspection	Not applicable
Telephone number	07895144704

Kiddiewinkles Eccles re-registered in 2015. The pre-school employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 or above, including the owner and manager who hold early years teacher status. The pre-school is open Monday to Friday from 9.10am to 3pm term times only. The pre-school provides funded early education for two-, three- and four-year-old children.

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