

# Walton Kiddiwinks Nursery

54/56 GREY ROAD WALTON, LIVERPOOL, MERSEYSIDE L9 1AY



<b>Inspection date</b>	3 January 2019
Previous inspection date	15 February 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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 evaluate the quality of the setting well. They make good use of information collected through the supervision of staff and tracking of children's progress to identify how the nursery can be developed and enhanced.
- Staff are well supported by management to engage in training and professional development, in order to refresh and extend their knowledge. They receive coaching and are given feedback to help develop their skills. For example, many staff now use questioning effectively to support children's thinking skills.
- Children are happy and confident. They develop positive relationships with staff, who know them well. Children come into the nursery happily, ready to play and learn. Management has successfully organised the key-person system and parents are fully aware of this.
- Children make good progress, overall, from their individual starting points. They have positive attitudes towards learning and are motivated to try more difficult tasks and challenges without adult support.
- Staff do not focus sharply enough on planning for individual children's development, to make the best possible use of opportunities to promote their next steps in learning.
- Staff do not seek to share information with other settings that children attend as quickly as possible, to provide the best level of continuity and support for each child.

## What the setting needs to do to improve further

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

- plan more meticulously to provide the best possible support for children to achieve their individual next steps in learning
- gather and share information more consistently with other settings that children attend, to provide the highest level of continuity and support.

### Inspection activities

- The inspector spoke with parents and took their views into account.
- The inspector met with the leadership team to discuss the self-evaluation. She sampled and discussed other documents, including evidence of the suitability of staff, nursery policies and children's records.
- The inspector conducted a joint observation of an activity with the provider.
- The inspector observed activities in the indoor and outdoor areas. She assessed the impact of teaching on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection.

#### Inspector

Lauren Parsons

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good knowledge and understanding of how to identify and manage different safeguarding concerns, including wider child protection issues. Staff carefully risk assess all aspects of the setting and the activities they provide. Children are encouraged to be careful as they play; for example, when they stack boxes to construct large towers. Leaders carefully monitor and evaluate the progress of different groups of children to make improvements to the nursery provision. Parents are asked for their opinions and kept informed of their children's learning. They are happy with staff's communication and how much their children enjoy attending the nursery.

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

Staff are well qualified, experienced and supported by management. They have appropriate expectations for what each child can achieve and provide a variety of learning experiences that children enjoy. Babies and young children happily explore play dough and different materials, such as pom-poms. They empty and fill cake cases, tubs and boxes with pom-poms. Staff model mathematical language to help children understand what is empty and what is full. Older children enjoy exploring the outdoor area. They eagerly hunt for ice and staff encourage them to think of ways they can get frozen toys out of the ice. Staff regularly observe children and accurately assess their progress, keeping parents well informed of activities and strategies they can use to support children at home.

### Personal development, behaviour and welfare are good

Children are welcomed into the nursery and respected as individuals. Staff find out lots of detailed information from parents when children first start to help settle children quickly. Staff maintain a good level of information sharing between themselves as children move through the nursery and prepare to go to school. Children's health is well supported. Staff consistently promote hygiene routines and explain or discuss why they are important with children. Children are encouraged to manage their own personal hygiene whenever appropriate. For example, young children attempt to wipe their own noses and put their used tissues in the bin. Staff help children to understand that they are all different and to respect diversity. They eagerly engage in discussions with children about their home lives, holidays and celebrations.

### Outcomes for children are good

Children make good progress and are well prepared for their next stages of learning. They use resources for a variety of purposes. This supports their imagination, creativity and engagement in their self-chosen play. For example, older children put their legs into rectangular toy boxes and shuffle along the floor, pretending to be robots. Younger children correctly identify an empty milk bottle and explain that it is all gone and they need to go to the shops for more. Children are motivated and enjoy learning.

## Setting details

<b>Unique reference number</b>	322385
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10064726
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Walton Kiddiwinks Nursery Partnership
<b>Registered person unique reference number</b>	RP527895
<b>Date of previous inspection</b>	15 February 2016
<b>Telephone number</b>	0151 284 0920

Walton Kiddiwinks Nursery registered in 1998. The nursery employs seven members of childcare staff, six of whom hold appropriate early years qualifications. The nursery opens Monday to Friday from 7am until 6pm all year round, excluding bank holidays. It provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

