

<b>Inspection date</b>	17 January 2019
Previous inspection date	27 May 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

- The manager and staff make good links with other professionals involved in the children's development and care. For instance, they share developmental information and this helps to provide good continuity of care and education.
- The manager effectively monitors individual children's progress and that of different groups of children, to help close any emerging gaps in their learning and development successfully. For example, strategies to enhance children's understanding of mathematical concepts, such as number recognition and size, have been effectively implemented.
- Children are happy and settled in the welcoming environment staff provide. The environment is organised well to enable children to follow their interests, make choices and lead their own play.
- All children make at least good progress in their learning and development from their individual starting points.
- Arrangements to engage parents in the evaluation of the nursery are not yet fully effective.
- On some occasions, group activities are not always used well to engage all children in the learning opportunities.

## What the setting needs to do to improve further

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

- strengthen ways to engage parents in evaluating the pre-school provision to help make relevant enhancements and improve outcomes for children
- review the organisation of large group activities to increase the learning opportunities for all children.

### Inspection activities

- The inspector observed the quality of teaching and children's activities, completed a joint observation with the manager and held discussions about children's progress and learning.
- The inspector held conversations with the manager, staff and children throughout the inspection.
- The inspector checked evidence of staff suitability checks and their qualifications and sampled relevant policies and procedures.
- The inspector took into account the views of the parents during the inspection.
- The inspector observed staff's planning documentation and the children's assessment records.

#### Inspector

Kimberley Luckham

## Inspection findings

### Effectiveness of leadership and management is good

The manager supports staff to keep their knowledge up to date. For example, staff access regular training, to help improve practice. They have a thorough understanding of how to effectively support children, including those with special educational needs and/or disabilities. Effective strategies are in place and taught well to help promote all individual children's learning and development. Safeguarding is effective. Robust recruitment procedures are implemented to ensure staff suitability. All staff keep their safeguarding knowledge up to date and are fully aware of the procedure to follow. Staff follow robust procedures to document concerns and events and effectively assess risks within the setting to keep children safe.

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

Overall, staff assess individual children's progress in their development well and effectively plan for their next steps in learning. They include information from parents about children's interests and skilfully use a wide range of resources to engage children at all times during the day. For instance, children enjoy learning about different animals, such as polar bears and penguins and their habitats. Staff effectively challenge the children to use their thinking skills and consider, for example, how the climate affects different habitats. Staff give clear explanations to enhance children's learning. For instance, they go on to explain about the different communities that share the frozen environment and the differences and similarities in their homes. Staff effectively enhance children's understanding and speaking skills. For example, they emphasise key words during their discussions, such as 'Inuit, igloo' and 'melt'.

### Personal development, behaviour and welfare are good

Staff help children to develop their awareness of healthy lifestyles. For example, they provide nutritious snacks and meals and engage children in growing fruit and vegetables in the nursery garden. Staff build on children's confidence and sense of belonging well. For example, they constantly praise children for their achievements. The key-person system works well and relationships between staff and children are strong. All children are encouraged to be polite and have a good understanding of sharing and taking turns.

### Outcomes for children are good

Children develop the skills needed for their future learning and move to school. For example, they learn to give meanings to the marks they make as well as identify and write their own names. Children develop a good understanding of diversity beyond their immediate family. They enjoy exploring the environment which is rich in positive cultural images and dual language text.

## Setting details

<b>Unique reference number</b>	EY479930
<b>Local authority</b>	Kent
<b>Inspection number</b>	10076191
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Kiddiwinx Limited
<b>Registered person unique reference number</b>	RP533847
<b>Date of previous inspection</b>	27 May 2016
<b>Telephone number</b>	01303 258555

Kiddiwinx Ltd is run by a limited company and registered in 2014. The nursery operates from two floors of a converted house in Folkestone, Kent. The nursery is open each weekday, from 8am to 5.30pm, for 51 weeks of the year. There are seven members of staff; of whom, six hold relevant early years qualifications.

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