

# Kiddiwinks 16

Belmont Primary School, Lauderdale Drive, Guisborough TS14 7BS



<b>Inspection date</b>	14 February 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff have a good knowledge of the early years foundation stage and understand how to promote children's learning. Children are keen to join in with experiences and make good progress.
- Children demonstrate an exceptional understanding of what it means to be healthy. Staff provide extensive opportunities for children to take an active part in their own self-care.
- Staff work extremely hard to provide a safe, highly stimulating and exciting environment for children. Children have developed secure bonds with their key person and are very happy to come into the nursery. They demonstrate high levels of self-confidence and self-esteem.
- Staff complete precise assessments of children's progress and share them with parents regularly. This helps parents to be part of their children's ongoing learning. Feedback from parents is very positive and they say that they feel the standard of care is excellent, and their children are happy and safe.
- The managers have developed effective partnerships with other professionals involved with children, such as teachers and health visitors. They share information about children's progress to promote continuity for children.
- The managers are passionate and dedicated to supporting children and their families. They have high expectations and show commitment to strive towards excellence.
- During planned activities, children do not have enough opportunity to fully extend their own ideas and express themselves creatively.
- Managers do not reflect sharply on the impact of their teaching for children or consider how they can continue to develop teaching skills in order to help children make rapid progress.

## What the setting needs to do to improve further

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

- provide children with additional opportunities to think critically and explore their own ideas
- enhance ways to reflect on the impact of teaching so this can contribute to staff's continuing professional development and help children make rapid progress in every area of learning.

### 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 completed a joint observation with the nursery manager.
- The inspector obtained written feedback from parents and spoke to a small number of parents and the school headteacher during the inspection, and took account of their views.
- The inspector held a meeting with the nursery managers. She looked at relevant documentation, such as the nursery's policies, children's learning books and evidence of the suitability of staff working in the nursery.
- The inspector spoke to children and staff throughout the inspection.

#### Inspector

Michelle Lorains

## Inspection findings

### Effectiveness of leadership and management is good

The managers are experienced and skilled practitioners who have a thorough understanding of the requirements of the early years foundation stage. They have developed effective partnerships within the local authority, which helps them to drive improvement forward. For example, they have recently attended further child protection training and enhanced the assessments of children's progress. Safeguarding is effective. There are robust procedures to follow if staff have concerns about children's welfare. Children join in with a weekly fire-drill practise which helps them to learn how to respond in emergency situations. Managers use tracking assessments to identify any gaps in children's development. This helps them to focus group plans and strengthen children's knowledge, such as in mathematics. Managers work closely together in partnership and students are supported effectively in the nursery. They are provided with policies and guidance to help them fully understand their role.

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

Teaching is consistently strong and staff are skilled at enhancing children's play. For example, they prepare the resources in areas of children's interests and use them to develop their skills. Children 'cook' for staff in the role-play kitchen and request 'Chinese food' from the menu. Other children access writing materials independently and show high levels of concentration as they use different colours to form recognisable letters in their name. Staff model language clearly to younger children and encourage them to develop their vocabulary. Staff complete detailed observations of children's learning and use these to form the assessments of their progress. They gather information from school and children's parents to help plan the next steps in children's learning.

### Personal development, behaviour and welfare are outstanding

Staff prioritise children's well-being and safety. They have an excellent knowledge of children's specific care needs and ensure that they feel safe, happy and valued as individuals. Children show an exceptional knowledge of other people, places and festivals around the world. They delight in developing their physical skills as they search for the 'Chinese New Year piggy' in the forest area and make links to prior learning activities. Staff actively promote children's personal, social and emotional development. They encourage children to take risks and children show high levels of trust in staff as they attempt to climb to the top of the frame outdoors. Staff consistently praise children for all of their efforts. This has a very positive impact on their emotional well-being.

### Outcomes for children are good

Children make good progress in relation to their starting points. The majority are working within the stages typically expected for their age and some older children show they are ready to start school. For example, they have an understanding of letters and the sounds they represent and can write their name without any support. Young children develop social skills and show a willingness to join in with new experiences which develop their skills. Children are motivated to learn and show enjoyment in their play.

## Setting details

<b>Unique reference number</b>	EY542049
<b>Local authority</b>	Redcar and Cleveland
<b>Inspection number</b>	10089658
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	26
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Kiddiwinks 16 Ltd
<b>Registered person unique reference number</b>	RP542048
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07460931913

Kiddiwinks 16 nursery registered in 2016. The nursery is based within Belmont Primary School in Guisborough. It operates Monday to Friday during term time from 7.30am until 5.45pm, and offers flexible hours during the school holidays. The nursery employs two members of staff, both of whom hold level 3 qualifications in early years, including the manager. The nursery provides funded early education for two-, three-, and four-year-old children.

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