

# Kiddie Winks Day Care Nursery and Pre School

Unit C2 Beeches Park, Eastern Avenue, Stretton, BURTON-ON-TRENT,  
Staffordshire DE13 0BB



<b>Inspection date</b>	6 June 2019
Previous inspection date	19 September 2017

<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 management and the staff team provide a warm and caring environment that welcomes children and their families. Staff work closely together and communicate well with each other to meet children's needs. Children form good relationships with their key person and other staff, which helps them to feel safe and secure. All staff are friendly and approachable and offer reassurance to those children who need it.
- Each room within the nursery has a wide range of stimulating and interesting resources. The well-equipped outdoor area successfully supports children's physical development. Resources are available for parents to take home. For example, there is a lending library where children can choose their own books.
- Staff work well with other professionals to provide effective support to children with special educational needs and/or disabilities (SEND). This contributes to the ongoing progress these children make.
- Staff take time to get to know the children and plan for their learning effectively. Good information is obtained from parents about their children when they first start, which includes what they can and cannot do in terms of their learning and development. They accurately assess the progress children make from their individual starting points and keep parents well informed.
- The provider supports staff and managers well in their professional development, for example, through regular training, supervision and staff meetings.
- Although parents are kept informed of their child's progress, there is scope to engage parents even more with their child's learning at home and enable them to contribute to the assessment process.
- Occasionally, the organisation of transitions between routines in the pre-school room leads to some children losing focus, which at times interrupts the learning of others.

## What the setting needs to do to improve further

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

- enhance parent partnerships to provide further opportunities for parents to be involved with continuing children's learning at home and the assessment process
- review arrangements as children move between activities, after snack time and before going outside, to help continue their learning and support their understanding of behavioural expectations.

### 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 explored the arrangements for safeguarding children. She also completed a joint observation with the provider and manager.
- The inspector held a meeting with the provider and her management team. She looked at relevant documentation, such as children's development records, a sample of policies and procedures and evidence of the suitability of staff.
- The inspector spoke with children, staff and parents at convenient times during the inspection.

**Inspector**  
Johanna Holt

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff are well informed and attend regular safeguarding training. Leaders benchmark staff knowledge by involving them in questionnaires to test their knowledge. Because of this, all staff understand how to recognise possible signs and symptoms of abuse. They are confident in the procedures to follow if they have concerns about a child's welfare. Staff supervise children well and maintain a safe environment for them to explore and experience new activities. There are robust arrangements to ensure staff are suitable for their role and remain so. As part of staff supervisions and appraisals staff complete continued suitability checks. The provider and managers monitor children's progress successfully. Any gaps in children's learning are quickly identified and plans are put in place to provide additional support.

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

Staff observe children as they play to identify their developmental stage. Planned activities are targeted to the needs of individual children to support them in gaining new skills. For example, babies are supported by staff as they start to crawl. Toddlers enjoy playing in glittering sand using paintbrushes to make marks. Staff support children to learn new words, for example, 'a circle'. Children learn early mathematical concepts such as 'full' and 'empty' when scooping sand into different sized pots. Pre-school children enjoy being outdoors using their physical and creative skills. They balance when walking across planks of wood laid across upturned crates. Some children pretend they are the 'troll', others are 'goats' crossing the bridge. Staff help children to become independent learners. For example, children easily access equipment and resources. This helps them make decisions about activities they would like to try.

### Personal development, behaviour and welfare are good

The nursery has a warm and homely environment. Staff nurture children's needs well and consider their emotional well-being. For example, babies settling into the nursery are given all the reassurance and cuddles they need until they are content in their care. Children follow good hygiene routines and experience sociable meal and snack times. Staff help children to learn about keeping themselves healthy and all children spend time in the outdoor area, enjoying the fresh air. Children recognise, value and respect each other's differences. This means children with SEND are fully included and supported, and develop positive relationships with other children.

### Outcomes for children are good

All children develop the skills they require for their future learning. They are motivated to learn and develop early literacy skills. For example, they eagerly choose one of their favourite stories from laminated cards. Children use props in the corresponding 'story sack' to help retell the story. They wear witches' hats and have wands and cauldrons as they join in. Children are discovering different ways of communicating with each other, for example, signing 'thank you'. They develop important skills to prepare them for the next stage in their learning, such as school.

## Setting details

<b>Unique reference number</b>	EY432366
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10103940
<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>	0 - 5
<b>Total number of places</b>	69
<b>Number of children on roll</b>	110
<b>Name of registered person</b>	Kiddie Winks Day Care Nursery Ltd
<b>Registered person unique reference number</b>	RP530906
<b>Date of previous inspection</b>	19 September 2017
<b>Telephone number</b>	01283 740 100

Kiddie Winks Day Care Nursery and Pre School registered in 2011 and is located in Stretton, Burton-on-Trent. The nursery operates Monday to Friday, all year round except for a week at Christmas. Sessions are from 6.30am until 6pm. The nursery employs 19 members of childcare staff, including the manager. Most staff hold appropriate early years qualifications at level 3.

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