

Inspection of Kiddywinks

6 North Parade, Halifax HX1 1YQ

Inspection date:

15 January 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

In the main, children are happy and settle with ease into nursery. The friendly staff team offers a warm welcome to children and their families. Parents comment positively on the service. However, strategies to involve parents in their children's learning and assessment are not yet embedded. Parents and staff do not have a consistent, two-way information-sharing system in place. Parents are not fully supported to build on learning at home.

Leaders have closely monitored and supported staff to develop their child development knowledge and how to support children during play. However, teaching skills are variable. Staff sometimes miss opportunities to extend children's play or add challenge. This leads to a lack of focus, and children do not always make as much progress as they could. This being said, children interact well with games and tasks that interest them. They develop a range of skills during some activities. For example, when moulding play dough, children create Chinese food in preparation for a festival. They talk about the size and length of their noodles and use a variety of tools to extend their finer physical skills. On the whole, children explore the setting and the resources available.

Children behave well and are praised for their achievements, which boosts their self-esteem. They are supported well to use the toilet independently and carry out tasks for themselves. Children learn to value each other's similarities and differences as they discuss the type of house they live in and compare their facial appearance using persona dolls.

What does the early years setting do well and what does it need to do better?

- Children's safety and well-being are usually well supported. On occasion, however, risks to their health, safety and emotional well-being are sometimes missed. For example, staff do not provide all children with gloves and hats when playing outside on a cool day. In addition, babies access rain water and wet resources and crawl on concrete flooring, causing their hands to become cold. Having said this, daily checks of areas children access during the day are carried out. The equipment, sleeping areas and playrooms are clean and suitable.
- Although the key-person system is in place, staff sometimes have large key groups of children to care for. This impacts their ability to build strong relationships with parents and share important information with them. On occasion, this impacts children's health and development needs being met. For example, suitable clothing is not requested and progress or goals are not always shared. However, staff show high levels of care for children and get to know their needs and interests. They carry out home visits before children attend the setting to gather initial information.

- The manager shows a secure understanding of child development and models good teaching skills to staff. She regularly completes room and peer observations to provide feedback and tailored training to each staff member. Staff feel their support has increased their skills and knowledge so far. However, some staff do not challenge children's thinking or ask probing questions during play. Planning systems are evolving to increase awareness of the goals each child needs to meet to close any gaps in their development. Staff are embedding these systems to ensure children are consistently interested and engaged in the activities they provide.
- Although children can freely access toys and have large spaces to play in, staff and the resources on offer do not support children's imagination skills. Additionally, babies have little access to natural or real-life objects and materials to help develop their sensory skills. Children often become bored with the toys on offer; they are limited as to what they can do with them, and have little scope to think for themselves or be creative.
- Leaders and staff support children's additional needs well and have great consideration for families and their circumstances. They seek advice and support from other professionals when required.
- Children develop a sense of independence in preparation for school. They are encouraged to serve their own lunches in the pre-school room and put their own coats on. In the main, children's health is well supported. They access fresh air daily and take visits out of the setting to local parks and museums. In addition, they eat healthy, home-cooked food.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff access online training to enhance their practice and knowledge of child protection and safer sleeping for babies. Staff know who their designated officer is if they need to report a concern about a child's welfare. Leaders and staff are aware of the main signs and symptoms of child abuse. The manager follows a secure recruitment process to ensure staff are suitable to work with children. She gathers references and completes a thorough induction with each new team member to ensure the quality of their practice is good.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
minimise all risks that could have negative impact on children's health, safety and well-being.	10/02/2020

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

- continue to develop staff's teaching skills, to ensure the swift recognition of all children's needs and interests during play, and provide more challenge
- strengthen partnerships with parents to encourage consistent contribution and involvement in their child's progress
- provide children with more natural objects and stimulating activities that increase their imagination and sensory skills, especially for young children.

Setting details

Unique reference number	EY482590
Local authority	Calderdale
Inspection number	10129420
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 7
Total number of places	33
Number of children on roll	29
Name of registered person	SRW Ventures Limited
Registered person unique reference number	RP908403
Telephone number	01422 340 493
Date of previous inspection	9 October 2019

Information about this early years setting

Kiddywinks registered in 2014. The nursery employs 11 members of childcare staff, nine of whom hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round, except bank holidays and one week at Christmas. Sessions are from 7.30am to 6pm.

Information about this inspection

Inspector

Rachel Waterhouse

Inspection activities

- The inspector held meetings with the leadership and management team at convenient times during the inspection. She reviewed a sample of documents, including the suitability checks for all staff, policies, procedures and other records regarding health and safety.
- The management team and the inspector completed a joint observation. The inspector took account of its views and reviewed the procedures in place for evaluating the quality of the setting. She reviewed staff training and professional development plans.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke to parents, staff and children at convenient times during the inspection and took account of their views.
- The inspector completed a learning walk with the manager and discussed how the curriculum and setting are organised.

We carried out this inspection 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.

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