

Inspection of Kiddiewinks @ Sandringham Primary School

Sandringham Primary School, Sandringham Road, DONCASTER, South Yorkshire
DN2 5LS

Inspection date: 6 February 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time at the nursery and settle quickly when they arrive. The children who are new to the setting are closely supported and encouraged by the caring staff team. Children are happy, safe and develop close bonds with the staff. This contributes positively to children's well-being. Staff are good role models and have high expectations for children. They take every opportunity to praise children's positive behaviour. Children learn how to share, take turns and be kind and helpful to others. They take immense pride in their achievements. Children are eager to take photographs of things that they have made, such as their dough 'Gruffalo' models, to share with others. They develop a good understanding of using screen technology to operate age-appropriate computer programs. Children enjoy a highly stimulating environment, indoors and outdoors. They choose to spend the majority of their time outdoors. The successful organisation of resources encourages children to develop their learning independently as they play. Children are curious and are confident in asking questions about the things they observe in their world. For example, they quickly notice when light reflects through a transparent plate and children comment they can see their hands. They are very curious to understand why this happens. Children have a strong voice in their learning, with their views sought and valued. They learn about making democratic decisions and to respect the choices of others. For example, children develop a clear understanding that a decision is reached through a majority vote.

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

- Staff use effective systems to observe, plan and assess children's progress to build on their knowledge. Leaders monitor these systems successfully to enable consistent practices throughout the setting.
- Leaders and staff place a clear emphasis on finding out what children already know and can do when they first start, so they can plan for their learning from the outset. Staff build strong relationships with parents, which help them to understand the ongoing experiences that children have away from the setting.
- Leaders establish strong relationships with teachers from the linked school, providing consistent support for children as they prepare to move on to school. They work closely with other professionals involved in children's care, learning and welfare to ensure that all children make good progress. Leaders use additional funding well, to make sure that any gaps in children's learning narrow and they make good progress.
- Staff support children well to develop their good communication and language skills. They encourage children effectively to develop a wide vocabulary. For example, they explain the meaning of new words that they introduce to children, such as 'anticlockwise'. Staff use good questioning techniques to support children to share their ideas.

- Staff offer children good opportunities to experiment, discover and explore. For example, they encourage children to discuss the wonderful aromas as they add a variety of herbs together with mud to make pretend cakes and 'Gruffalo stew'.
- Children enjoy opportunities to play musical instruments. Staff help children to learn about tempo, rhythm and volume. However, staff do not make the most of large-group times to engage and interest all children to promote their learning further. This means some younger children become unsettled and lose interest.
- Children are supported well to understand about similarities and differences between themselves and others. For example, staff work in partnership with parents to create displays about children's families.
- Children have good opportunities to be outdoors on a daily basis and practise their physical skills. Staff skilfully support children to understand about safety when taking manageable risks outdoors, such as when they use a climbing wall. However, at times, staff miss opportunities to discuss with children the effects physical exercise has on their bodies and about how it will help them to keep healthy.
- Leaders support staff's professional development very well and have regular meetings to ensure that staff's workload is manageable and does not have a negative impact on their well-being. The highly-qualified staff access professional development opportunities to enhance their skills further. For example, following training, staff have raised their awareness of using opportunities to enhance children's mathematical skills.
- The dedicated manager has a clear vision for the setting. She uses self-evaluation effectively to identify areas for improvement and ensure positive outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff attend regular safeguarding training and understand their responsibilities in keeping children safe. Staff demonstrate a clear understanding of how to recognise signs of potential abuse and neglect and wider safeguarding issues. They know how to follow safeguarding procedures should they identify a child at risk of harm. Leaders follow safer recruitment guidelines to ensure that new staff are suitable and existing staff remain so. Leaders and staff implement secure procedures to make sure that they identify hazards quickly and minimise any risks, to keep the environment safe and secure.

What does the setting need to do to improve?

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

- make the most of opportunities for children to observe and understand the effect that physical exercise has on their bodies

- review the organisation of large-group sessions to interest and engage all children consistently.

Setting details

Unique reference number	EY416858
Local authority	Doncaster
Inspection number	10117665
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	2 to 4
Total number of places	16
Number of children on roll	29
Name of registered person	Turton, Dawn
Registered person unique reference number	RP513751
Telephone number	07871544056
Date of previous inspection	10 July 2014

Information about this early years setting

Kiddiewinks @ Sandringham Primary School registered in 2010. It operates from a building in the grounds of Sandringham Primary School in Doncaster. The nursery opens all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays. It provides funded early education for two-, three- and four-year-old children. There are currently five practitioners working directly with children, all of whom hold relevant early years qualifications at level 3 or above.

Information about this inspection

Inspector

June Robinson

Inspection activities

- The inspector completed a learning walk with the manager. She explained to the inspector how staff provide a broad curriculum for children and plan for their learning.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- A meeting was held with the manager. During this meeting, discussions were held about the development of the nursery. The inspector viewed relevant documentation, including staff's qualifications and evidence of the suitability of adults working with children.
- The inspector spoke with the staff and children at appropriate times throughout the inspection.
- The manager took part in a joint observation of an activity with the inspector. She evaluated the quality of teaching and learning with the inspector.
- The inspector took into account the views of parents spoken to on the day.

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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