

Inspection of Kiddywinks Neighbourhood Nursery And Pre School

40 Cooks Cross, South Molton, Devon EX36 4AW

Inspection date: 25 August 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

The management team and staff do not have high enough expectations for children's learning and development. They do not plan a curriculum that builds on what children know and what they need to learn next. Children are not challenged or stimulated and do not receive the necessary support and interaction from staff to extend their learning. Some children wander around looking for something to do, while others play with their friends for long periods of time with little interaction. Despite this weakness being identified at the nursery's previous inspection, the management team has not taken sufficient action to address the matter.

Parents are not able to enter the premises currently, to protect children's health and safety during the COVID-19 (coronavirus) pandemic. Nonetheless, children arrive at the nursery happily. Older children play well together and demonstrate their feelings of security. New babies settle in quickly, benefiting from staff's affectionate and reassuring cuddles. However, weaknesses in staff's interaction with the younger children that mean some babies and toddlers receive little encouragement to progress their communication and language development.

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

- The management team does not monitor or provide effective support for the senior leaders to help them carry out their responsibilities. Furthermore, senior leaders do not monitor staff's practice effectively enough to ensure targeted support and coaching are provided for those who need it. This has led to inconsistencies in staff's practice and breaches of requirements.
- Staff create an attractive environment for children to explore. However, the management team and staff do not plan an ambitious curriculum. They do not use information they have about children so that the curriculum builds on what they already know and can do. Activities are too simple and do not extend some children's learning. For example, staff read stories to the oldest children that they enjoy and know very well, but do not introduce any challenge to help them make progress. Children are not encouraged to be curious, investigate and concentrate. Nonetheless, children enjoy creating their own games and playing with their friends.
- Staff do not share information with each other about children's individual learning needs, including concerns about their development. Consequently, when children's key persons are not present, the staff caring for children do not know them well enough and are unable to support their learning. These children receive little attention or stimulation because staff do not know how to help them and they are not encouraged to engage in activities. Furthermore, when children move to a new room, staff do not share important information about

them, such as concerns, with their new key person so they get to know the children well from the start. Consequently, some children who may need additional help to target gaps in their development do not receive this promptly enough.

- For some children with special educational needs and/or disabilities, senior leaders and staff work together appropriately, and with parents and other professionals, to provide effective support.
- Staff speak clearly and model language well for children. Staff working with the pre-school children encourage them to express their thoughts and ideas. These older children are confident communicators. Although staff talk to the younger children calmly and kindly, they do not support their communication and language effectively. For example, they frequently ask them questions that only require a one-word response and do not encourage them to think or talk.
- Partnerships with parents and other settings attended by children are not effective. Staff do not make it clear to some parents who their child's key person is, so parents are not aware of the staff who know their children best. Staff do not share enough information with parents about what skills their children are currently learning, to enable them to work together to extend children's learning. Additionally, staff do not form links with other settings that children attend, to exchange key information about the children and enable consistency in their care and learning.
- Staff praise children's behaviour and efforts. For example, they give children 'high fives' when children tidy up quickly and celebrate when they manage tasks independently at meal and snack times. This helps to boost children's self-esteem.
- Senior leaders reflect on some aspects of the nursery and arrange courses for staff to benefit the children. Following training on children's oral health, staff now prompt children to drink water more regularly throughout the session to ensure they are well hydrated.

Safeguarding

The arrangements for safeguarding are effective.

Senior leaders have taken appropriate action since the last inspection to prioritise children's safety and welfare. They obtain full suitability checks for all staff before they work with children and have updated staff's knowledge of wider safeguarding matters. All staff have a secure understanding of child protection, including how to identify and report concerns about children's welfare appropriately. They know the procedures to notify the designated safeguarding leads and appropriate agencies of any allegations. Staff carry out risk assessments effectively to ensure the premises are safe and secure for children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
provide support and coaching for senior leaders and staff to help them fulfil their roles and responsibilities, including to review, monitor and raise the quality of the practice and provision	24/09/2021
improve planning of the curriculum to provide challenging and stimulating activities that target children's next steps in learning	24/09/2021
improve staff's interactions with the younger children to support them to think and develop their speaking skills	24/09/2021
improve information sharing with parents to ensure they know who their children's key person is and how to support and extend their children's learning at home	24/09/2021
form links with other settings attended by children to enable consistency in children's care and learning	24/09/2021
improve the key-person system to ensure staff share important information about children with each other, to enable all staff to get to know children quickly and provide support for their individual needs.	24/09/2021

Setting details

Unique reference number	EY485375
Local authority	Devon
Inspection number	10148795
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 at time of inspection	0 to 4
Total number of places	40
Number of children on roll	106
Name of registered person	North Devon Childcare Limited
Registered person unique reference number	RP532592
Telephone number	01769 574 969
Date of previous inspection	3 September 2019

Information about this early years setting

Kiddywinks Neighbourhood Nursery And Pre School registered in 2014. The setting is situated in South Molton, North Devon, and is one of two privately owned settings. It is open Monday to Friday from 8am to 5pm, all year round. The setting receives funding to provide free early education for children aged two, three and four years. There are 11 members of staff employed to work directly with children, including the manager, nine of whom hold appropriate childcare qualifications at level 2 or 3. The setting is supported by a senior management team.

Information about this inspection

Inspector

Sarah Madge

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The manager and the inspector had discussions about the curriculum and what they want children to learn.
- The inspector spoke with children and parents to take their views into consideration.
- Discussions were held with staff throughout the day to assess their knowledge of the children and the nursery's procedures.
- Discussions were held with the manager to consider her knowledge, understanding and procedures.
- The inspector viewed a selection of documentation, including staff's suitability checks, qualification certificates and paediatric first-aid certificates.

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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