

# Inspection of Kiddlywinks The Meadows And Holiday Club

Kiddlywinks, The Old Stables, Redhills Lane, Redhills, Penrith, Cumberland CA11 0DT

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Inspection date: 16 November 2021

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children thrive in this vibrant, fun filled, language rich environment. They demonstrate that they feel exceptionally safe, secure and settled. Children's communication is successfully stimulated by the highly responsive staff team, who provide numerous opportunities for children to interact effectively. Children express themselves exceptionally well. Their needs are quickly understood through the excellent use of sign and verbal language.

Children's emotional well-being is paramount and exceptionally well supported. This is fully demonstrated through the specialist provision for funded children and for children with special educational needs and/or disabilities. All children demonstrate impeccable social skills and display exemplary behaviour. They follow the excellent example set by staff. Children are kind, caring and extremely friendly. They respond very well to the continuous praise they receive in everything they do. This creates a positive and harmonious atmosphere.

Parents are passionate about the help, advice and support they receive, including during the COVID-19 pandemic. They cannot praise the staff enough for keeping in touch with them through regular video calls and for signposting them to information online to help them provide further support for their children at home.

Staff enable children to develop the confidence and security to try new things and to embed their learning in a safe environment. Children learn to be resilient and show great determination and independence. For example, at mealtimes, pre-school children confidently help themselves to china plates and cups from the shelf beside the dining table. They competently serve themselves their lunchtime meal. When they have finished, they carefully and meticulously wash and dry their crockery and utensils before placing them back on the shelf. Children's confidence and self-esteem is promoted to a very high level.

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

- The leadership and management of the setting is truly inspirational. The exceptionally close working relationships between the manager and staff team result in an extremely efficient service that meets the needs of children and their families. Their expertise in identifying support and addressing children's individual needs is second to none. The manager's and staff's sheer determination to introduce specialised help before additional support is secured, and to obtain specific equipment, is worthy of dissemination. The highly effective arrangements to support children with special educational needs and/or disabilities are coordinated extremely well. Staff work in full partnership with parents and other professionals to meet children's individual needs.

- The manager and staff foster excellent relationships with parents. They provide bespoke support, such as educational healthcare plan pathway and Early Help, and signpost parents to specific organisations that can help them with parenting at home. Parents provide numerous examples of the ways in which the manager and staff have gone above and beyond all expectations of their role to support children and their families. Parents speak very highly of the nursery and about how their children are extremely confident and independent and have made outstanding progress.
- The curriculum is successfully underpinned with a focus on developing children's speech and language, confidence and independence, and personal, social and emotional well-being. The manager and staff know their children exceptionally well. They clearly explain what they want children to learn and achieve next. They use children's interests and previous experiences to embed children's learning. For example, two-year-olds confidently name the colours on the 'Pudsey bear' headbands. While outside, they identify the different colours in spray bottles while making patterns on rolls of cellophane. Children of all ages thoroughly enjoy, listen attentively, and respond with understanding to familiar stories and songs throughout the different rooms in the nursery.
- Staff are consistent in supporting children's good health. Children know to wash their hands following routines and they also learn about the importance of good oral hygiene. High-quality nutritious snack and meal options help children to make healthy food choices and learn about appropriate portion sizes. In addition, they learn where their food comes from and they grow, prepare and sample their own food from the garden. Children benefit from many opportunities to engage in energetic physical play outside. They eagerly explore the vast garden area, where they recall the names of the birds they have seen previously and check if they can see the red squirrels in the trees. Children re-enact stories while happily exploring muddy puddles and trampling down molehills in the field.
- The extremely effective management and organisation of each day allows children plenty of time to play, while successfully preparing children well for their future learning. Staff are aware of the different cultural influences and opportunities in children's lives and reflect these positively in the setting. For example, staff recognise how much children have missed due to restrictions on social gatherings. Therefore, they organise nursery music festivals, birthday parties and animal visits at the request of the children. These opportunities enable children to feel valued as individuals and supports them to continue to learn about the lives and experiences of others.
- The constant attention given to reflection and evaluation ensures the continued provision of a broad, balanced and ambitious curriculum. Staff's training is linked to the needs of the children to achieve maximum impact. The high-quality teaching strategies influence and support children's early education. Strong relationships ensure that staff benefit greatly from a whole setting approach, that 'we are a community'. The customised training modules linked to statutory requirements and early years practice are highly effective. This results in staff having the skills to support all children's development and learning to the highest standard, and implement targeted work to support speech and

language.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff team have an exceptionally secure knowledge of safeguarding and child protection. This includes the Early Help referral and allegation procedures. Staff clearly explain their role and responsibility for keeping children safe from abuse or harm. In addition, they are equally aware of concerns associated with extremist views, female genital mutilation and radicalisation. Robust recruitment, induction and suitability checks ensure that all staff are suitable to work with children. Clear policies and procedures are in place and implemented in practice, particularly regarding risk assessment. Policies are shared with parents and updated regularly to reflect changes in legislation.

## Setting details

<b>Unique reference number</b>	2523070
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	10207254
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	80
<b>Number of children on roll</b>	134
<b>Name of registered person</b>	Kiddlywinks Day Nursery Partnership
<b>Registered person unique reference number</b>	2523068
<b>Telephone number</b>	01768 210500
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Kiddlywinks The Meadows And Holiday Club registered in 2019. The nursery employs 16 members of childcare staff. Of these, three hold a childcare qualification at level 6 and one has also achieved qualified teacher status, one holds a level 4, and six hold level 3. There are three members of staff who hold a qualification at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Carys Millican

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and managers and has taken that into account in their evaluation of the nursery.
- The inspector observed the quality of education, including a joint observation with the manager, and the impact this has on children's learning.
- Discussions were held with the manager and staff about the design of the curriculum and how it is being implemented.
- The inspector spoke with children about their experiences, and a discussion was held with the special educational needs coordinator about the outcomes for children.
- The inspector viewed a sample of documentation, including staff suitability checks.
- The views of parents were obtained through face-to-face discussions and written testimonials.

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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