

# Inspection of Kiddlywinks Preschool and day Nursery

Kiddiwinks Nursery, Eamont House, Gillan Way, Penrith 40 Business Park, Penrith,  
Cumberland CA11 9BP

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Inspection date: 11 January 2022

<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 flourish in the calm, relaxed, home-from-home environment. They greet staff with beaming smiles on arrival, clearly showing that they feel safe and secure. Children develop close friendships with their peers and form strong attachments with all staff. The manager and staff team are highly effective at prioritising and meeting children's individual needs. They know the children exceptionally well. Staff conscientiously build on what children know and can do while following children's emerging interests. Children are enthusiastic and excited about their learning. They confidently approach visitors, asking if they would like to view their work in their 'red book'. Children eagerly recall their past and present experiences and proudly show off their work.

Children's emotional well-being is of paramount importance and encompasses the whole family. This is fully demonstrated through the determination by the manager and staff team in obtaining specialist provision for funded children, children who speak English as an additional language (EAL) and for children with special educational needs and/or disabilities (SEND). Children thrive and are exceptionally well behaved. They show genuine kindness and consideration for others. For example, at lunchtime children ask their friends sitting next to them if they would like help pouring water from the china jug.

Children show great resilience and determination. They demonstrate expert independence and social skills that will support them when starting school. For example, children competently put on their outdoor clothing when going outside. At mealtimes, they carefully and independently help themselves to crockery and utensils to set their place at the dining table. Children serve themselves and after eating they competently wash up. Children are extremely self-confident and articulate communicators, who communicate their feelings clearly. Staff use successful strategies to support those children who sometimes struggle with their emotions. For example, staff do not use the word 'no', and introduce consistent words which have a more positive effect on children's behaviour.

Parents and carers highly value the help, guidance, and exceptional support they receive. They praise the manager and her staff team on how they go above and beyond in their determination to ensure all children receive the best possible help and intervention from many other professionals. Staff, parents and carers are passionate about the 'family' ethos within the nursery and how they have all been exceptionally well supported throughout the COVID-19 pandemic.

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

- The manager and staff team are highly successful in narrowing the gaps in

children's achievements. They go above and beyond to obtain targeted support to ensure children's needs are met. This is particularly significant for children with additional needs, including funded children, children who speak EAL and those children with SEND. As a result, children who were previously identified with gaps in their development have made rapid and substantial progress over a short period of time. Funding accessed for children is carefully used to implement specific and personalised support. The use of funding is fully evaluated to ensure it is making a real difference to children.

- The manager thoroughly evaluates all aspects of the nursery. Action plans are already in place to enhance and develop the outstanding provision even further. The manager is fully reflective and is proactively engaged in multi-disciplinary networking with other early years providers. This is seen as a vital component to developing the management systems and wider setting influences on the future development of the nursery. Excellent attention is given to continually improving and developing the very best possible practice. Thorough induction, access to bespoke training and ongoing mentoring is complemented by regular peer-on-peer reviews and supervision meetings. Staff confirm that they feel listened to and very much supported to further their professional development and experience.
- Staff are fully aware the impact that COVID-19 has had on children's Cultural Capital, development and learning. Regular consultation with parents and carers enables staff to respond to the different cultural influences and opportunities that children have missed. For example, birthday celebrations, musical festivals and animal visits are organised at the nursery. Parents and carers recent discussions with children include asking them what they would like to do before they go to school and create a 'bucket list' of ideas. Staff use this information to plan opportunities that enrich and extend children's experiences. For example, children wanted to go to ballet, so ballet was introduced through enhanced dancing activities.
- Staff throughout the nursery provide a nurturing and supportive environment. Routines and care practices put children's needs at the forefront of everything staff do. Babies, including those new to the nursery, receive carefully tailored support to ensure they feel safe and comfortable. Children play in an extremely calm and relaxed atmosphere. They are exceptionally well behaved and learn impeccable social skills. Children enjoy a wide range of opportunities to be active and energetic. They particularly enjoy playing outdoors in the recently extended play area. Children problem solve while constructing bridges using crates and planks of wood. Staff skilfully extend this play while introducing story puppets to act out a traditional tale and incorporate mathematical language, such as 'under and over' and 'above and below'.
- The effective management and organisation of each day allows children the total freedom to move around their allocated rooms. They help themselves to the magnificent array of real-life resources that are fully accessible to them. Children learn to handle real china crockery with care and how to keep themselves and others safe when using tools. Babies explore numerous sound toys and explore ice in trays. All children enjoy singing songs and listening to stories. Toddlers enthusiastically join in with the actions to nursery rhymes sang in Filipino.

Children with dual language and limited speech are effectively supported through a number of strategies. Staff introduce picture cards, visual timetables and routines, which have significantly improved children's communication skills and improved children's behaviour.

## **Safeguarding**

The arrangements for safeguarding are effective.

Children's safety and well-being are given the utmost priority. The manager and staff team have a highly comprehensive knowledge of safeguarding. They have a clear understanding of the signs that may indicate that a child is at risk of harm. Staff receive thorough child protection training, and they are fully aware of concerns associated with extremist views and radicalisation. The manager and staff are extremely confident and proactive in reporting any safeguarding concerns to relevant agencies. For example, they initiate early help strategies swiftly to help support children and families in times of crisis. There are robust recruitment and induction procedures to ensure staff are suitable to work with children.

## Setting details

<b>Unique reference number</b>	2523069
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	10207257
<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 8
<b>Total number of places</b>	102
<b>Number of children on roll</b>	113
<b>Name of registered person</b>	Kiddlywinks Day Nursery Partnership
<b>Registered person unique reference number</b>	2523068
<b>Telephone number</b>	01768 864000
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Kiddlywinks Preschool and day Nursery registered in 2019. The nursery employs 14 members of childcare staff. Of these, two hold childcare qualifications at level 6 and two hold childcare qualifications level 5. Eight members of staff hold a level 3 qualification and one 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 manager and inspector completed a learning walk together and discussed what activities are on offer for children.
- Children talked to the inspector at various times throughout the inspection and took account of their views.
- Discussions were held between the inspector and parents and carers. The inspector also viewed written feedback provided by parents and carers prior to inspection. She took account of all views.
- The inspector spoke to staff and the manager. She checked the staff's understanding of safeguarding issues and looked at a sample of relevant documentation, such as evidence of staff's suitability and qualifications.
- 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 about leadership and management. They discussed several aspects, including the provision made for children with additional needs. The inspector viewed a sample of documentation, including staff suitability checks.

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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