

Inspection of Kiddiewinks @ Plover Primary

Plover Primary School, Coniston Road, Doncaster DN2 6JL

Inspection date: 21 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are warmly greeted by staff as they arrive at the setting. Comfort and reassurance is provided to any upset children, which helps them to soon feel secure in their surroundings. Staff place a strong emphasis on supporting children's independence, in preparation for their eventual move on to school. For example, children are encouraged to take their own coats off as they arrive and to hang these up on their specific pegs. Children find their own printed name card and choose whether they would like toast or cereal for breakfast. At breakfast time, staff chat to the children, supporting good social interaction and communication skills.

Staff supervise children well, allowing them the freedom to safely explore their boundaries in the well-resourced indoor and outdoor environments. During outside play, children often gravitate to the 'Talking Garden'. This is a small, enclosed area set up with pretend bugs, insects and fairies. Staff talk to the children and ask questions about what they can see, encouraging them to use more descriptive language. Staff confirm how this area has had a positive impact on supporting children's developing communication skills.

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

- The recently promoted manager works closely with staff to deliver the curriculum. This ensures everyone has a clear understanding of what they want children to learn and develop. Staff monitor children's progress and use their knowledge of children's interests to build on their prior learning.
- Children remain engaged in an interesting range of play-based learning experiences, due to the overall good support provided by staff. For example, after children show an interest in a ladybird, staff plan for children to take part in a bug hunt. Initially, only a few children participate in the activity, however, by the end of the activity most children are taking part with the support of the whole staff team. Children enjoy using the magnifying glasses as they search for bugs. They lift logs up to search underneath and are excited when they find a worm.
- Staff plan large group time activities to support children's listening and attention skills. Children find their own mat to sit on and join in with the welcome song and other music and movement songs. However, staff do not always provide opportunities for most-able children to think and respond, so that they are consistently challenged.
- Staff are aware that during the COVID-19 pandemic, children's physical skills suffered, as they were unable to access large scale climbing apparatus. Staff, therefore, plan outdoor play opportunities, where children have access to large climbing frames. Children are supervised as they learn to confidently climb up

these and go down the slide.

- Additional funding is used well to support children's development. Staff also work closely with outside agencies to support children with special educational needs and/or disabilities. This helps to ensure gaps in children's learning begin to narrow.
- During activities, staff do not consistently support children to learn how to hold their pencils correctly when making marks and/or writing.
- Parents comment positively about the care and learning their children receive. They confirm that they are kept well informed about how their children have been each day through verbal feedback. They also confirm that regular reports provide them with clear information on their child's ongoing progress and next steps for learning.
- Staff have supported parents to provide their children with a healthy, balanced packed lunch in line with their healthy eating policy. Children learn about fruits and vegetables and where these come from, through planting and growing activities. Regular discussions and activities help children to develop an awareness of good oral health. For example, when children confirm they brush their teeth before they go to bed, staff reinforce the importance of children cleaning their teeth twice a day.
- The manager has recently introduced questionnaires as part of the supervision and appraisal process. This is so that she can review staff well-being more closely and offer relevant support to maintain good morale.

Safeguarding

The arrangements for safeguarding are effective.

Children remain safe through the vigilance of the staff team. Staff have a clear understanding of the signs and symptoms of child abuse. They understand the procedures to follow if they have any concerns about a child. They also understand what to do if an allegation is made against a member of staff. The manager prints out information booklets about online safety, which she shares with parents and carers. During a visit to the setting by police officers, children developed a clearer understanding about the wider role of the police. For example, children learned how the police can help them if they should get lost.

What does the setting need to do to improve?

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

- review how activities are structured and delivered, so that staff consistently model language that promotes thinking and challenges children
- encourage children to learn how to hold pencils using the tripod grip, so that they develop good control when making marks and writing.

Setting details

Unique reference number	2651887
Local authority	Doncaster
Inspection number	10220047
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	2 to 10
Total number of places	31
Number of children on roll	36
Name of registered person	Turton, Dawn
Registered person unique reference number	RP513751
Telephone number	07871544056
Date of previous inspection	Not applicable

Information about this early years setting

Kiddiewinks @ Plover Primary registered in 2021 and is located in Intake, Doncaster. The setting employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or above. The pre-school opens Monday to Friday term time only from 9am to 3pm. There is also a breakfast club operating term time only from 7.30am to 8.45am and an after-school club operating from 3pm to 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Arnold

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Staff, children and parents spoke with the inspector during the inspection.
- The inspector carried out a joint observation of a planned activity with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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