

# Inspection of Kiddy Winks Children And Family Setting

Aykroyd House, Hoo Road, KIDDERMINSTER, Worcestershire DY10 1NB

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Inspection date: 21 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

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

### The provision is good

Children are happy, settled and safe in this nursery. Babies and toddlers form secure relationships with staff. They seek out familiar carers for cuddles, reassurance and comfort. Pre-school children are confident and enthusiastic as they use a wide range of open-ended play opportunities. For example, they investigate a variety of real-life pumpkins, using their hands and utensils. They notice how the seeds feel 'slimy' and 'slippery' as they scoop them out.

Children make good progress across all areas of learning. Babies and toddlers join in with simple songs and rhymes and turn the pages of favourite books. Pre-school children explore sand while staff introduce words such as 'roll,' 'push,' 'flatten', 'under' and 'in.' This helps children to broaden their vocabulary and begin to understand simple mathematical concepts, including positional language.

Children develop their large physical skills as they practise climbing, running and cycling. Younger children use wheeled and push-along toys, while older children move around on bicycles with stabilisers. They laugh with their friends and staff as they negotiate obstacles. Children with special educational needs and/or disabilities access specially adapted tricycles alongside their friends. Babies and toddlers use a dedicated outdoor space where they crawl, toddle and begin to climb in the fresh air.

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

- Staff have a good knowledge and understanding of child development. They know the children in their care, their interests and what they like to do. They use this information to plan interesting activities. Staff identify gaps in children's learning and put plans in place to support progress.
- Leaders and managers support staff well. They provide regular opportunities for feedback about practice and highlight areas for development. Staff access a good range of training so that they can develop their teaching skills. Recruitment and induction are thorough. This helps to ensure that new staff are suitable and ready to care for children.
- Leaders plan a comprehensive curriculum, which supports children to learn through play. Older children engage with excitement in a wide range of experiences during play. Babies and toddlers enjoy a good range of planned activities. However, some staff do not fully appreciate how babies and toddlers learn. Therefore, they do not routinely provide or extend sensory opportunities within child-initiated play to fully support this aspect of their development.
- Partnerships with parents and carers are strong. Parents say that they know about what their children are doing each day. They are informed about children's progress through regular discussions with staff, parent meetings and

written reports. Staff talk with parents about appropriate next steps in development. They also provide them with guidance to further support babies who are starting to walk with increased confidence or toddlers who are starting to use more single words when talking.

- Leaders are passionate about the inclusive environment that they provide. For example, the sensory room is organised so that children have space to reflect and take time for themselves when they need it. Intervention is a priority. For example, a designated member of staff focuses on individual support for children where a need is identified. This helps all children to make good progress. Leaders also seek advice and support from relevant agencies when there is a development concern.
- Staff plan specific activities, enhance the daily provision and take the children out on visits. This helps children to learn about their community and the world around them. Staff talk to children about rules and boundaries. This helps them to develop respect for others, as they take turns and listen to each other. They are well prepared for life in modern Britain.
- Communication and language development is generally supported. Where language development is a concern, staff plan activities and intervention to help children catch up. Staff hold conversations with older children during play and activities. They listen to what children say and ask questions to help develop their language and thinking. However, background music playing during child-led play distracts toddlers somewhat. In addition, they do not hear enough new and different words during their play and within activities.
- Leaders and staff support children's health. Children have access to drinking water at all times. They enjoy freshly prepared, nutritious snacks and meals throughout the day. Babies and toddlers feed themselves home-made cottage pie with added vegetables, using appropriate cutlery.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a secure knowledge of the signs and symptoms that a child is at risk. They know how to make a referral if they have concerns about the welfare of a child. Staff access regular safeguarding training. This helps them understand when children are at risk of extreme views and behaviours. Managers describe what they would do if they had concerns about the conduct of a member of staff. They carry out recruitment checks and follow thorough induction and appraisal procedures. This helps to ensure the ongoing suitability of staff working with children. Regular premises and environment safety checks help to keep children safe.

## What does the setting need to do to improve?

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

- develop staff's knowledge of early language development so that babies and toddlers hear new and different words more frequently and have more opportunities to listen and concentrate without distraction during child-initiated activities
- build on staff's professional development, particularly relating to how babies and toddlers learn, and use this to provide more opportunities within child-initiated play to further enhance their sensory exploration.

## Setting details

<b>Unique reference number</b>	EY493787
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10236734
<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 11
<b>Total number of places</b>	34
<b>Number of children on roll</b>	90
<b>Name of registered person</b>	Elim Foursquare Gospel Alliance
<b>Registered person unique reference number</b>	RP520159
<b>Telephone number</b>	01562 510413
<b>Date of previous inspection</b>	31 January 2017

## Information about this early years setting

Kiddy Winks Children and Family Setting registered in 2015. The nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 and above. The nursery operates for 51 weeks of the year. Sessions are available Monday to Friday, from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Juliette Freeman

## 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 inspector carried out a learning walk with the manager and deputy manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with nursery leaders.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents and took account of their views.

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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