

# Inspection of Wiz-Kidz Nursery

City Church Centre, 251-259 Freeman Street, GRIMSBY, North East Lincolnshire  
DN32 9DW

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Inspection date: 19 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Relationships among children, parents and staff reflect a positive and respectful culture. Children feel safe and confident to come into the setting. They are keen to share the celebrations which they have had at home with their family. Children show kindness and respect for each other. For example, they help each other to find their coat. The manager knows children and their families well. She uses funding effectively, for example to support local trips for children. Staff have sourced additional funding to develop an exciting outdoor area, where children light fires safely and cook in small groups.

Children's transitions throughout the setting are acknowledged and supported well. For example, when children first start they attend stay-and-play sessions. This helps them to start to form strong relationships with their key person. Children's achievements and experiences are celebrated throughout the setting. For example, staff share and display photograph, children's creative work and picture books.

Staff take time to support children's independence through routines and their play. This helps children to be confident learners and engage well in the well-resourced learning environment. For example, children transport real fruit and vegetables from the role-play area to animal-themed construction resources. Staff are aware what children know and what they need to learn. They ensure that children progress with their learning and work effectively with other professionals, when needed.

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

- The manager plans a sequenced curriculum for each room. She ensures that every child has the same opportunities to progress through life. For example, all children go on a bus around the local towns. The manager has good awareness of the local area and where families live to ensure that all children's experiences are rich. For example, she recognises the importance of outdoor learning when some children live in a flat. This supports children's experiences and confidence which they need to succeed through life.
- The environment is rich with books and print. Staff in the pre-school room share stories with children, using intonation and open questioning to excite and engage them. Staff confidently use sign language, as well as spoken language, to communicate with all children. They give children time to respond and check children's understanding. Staff use recognised guidance and interventions to support children's language.
- In the toddler room, some staff fully understand the areas of learning that they teach and the way in which young children learn. However, leaders do not provide effective support for staff with less experience and knowledge of

teaching. Therefore, the curriculum intent and implementation are not embedded consistently in the toddler room.

- Staff show high expectations for children's behaviour and conduct. When children occasionally struggle with regulating their behaviour, staff consistently and swiftly talk with them about their feelings. This helps children to develop a sense of right and wrong. Children respond well to this and confidently continue to play with their peers.
- Staff ensure that rich experiences are planned coherently within their curriculum. For example, children visit the local market, museum and pet shop. This helps to build their confidence within the local community. Staff provide a range of opportunities for children to be physically active inside and outdoor. For example, children enjoy parachute play with balls, access a climbing wall, scooters and a large sandpit outside.
- The manager has regular meetings with the director. She knows staff well and is frequently with them during the day. This means that there are opportunities for discussions. However, over the last six months, there have been challenges with staffing. This means that more formal leadership and supervision meetings have not taken place when scheduled. Subsequently, there has been less opportunity for the monitoring of staff's knowledge to support their focused professional development.
- Parents are welcomed into the setting and staff take time to talk with them. Parents take pleasure in watching their children choosing to play with their friends. However, staff do not consistently discuss some children's routines, such as sleep, when they first start. This does not provide consistency to support some children's emotional well-being.
- Some staff speak Polish, German and Slovak and support children with English as an additional language across both rooms. Children are keen to share their visual timetables, which particularly support them with changes or transitions.

## Safeguarding

The arrangements for safeguarding are effective.

Staff know families well. The manager is aware of support available to families and when it is appropriate to offer this. The manager and staff work closely with families and have a good knowledge of the signs to look out for and when situations should be monitored. For example, staff explain the importance of monitoring children's attendance. Leaders have effective arrangements to manage safe recruitment and any allegations about adults who may be a risk to children. Staff are knowledgeable and confident in identifying the signs of abuse in the home. They are aware of situations that may happen out of the home where children may be at risk, and the procedures to follow regarding this.

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

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

- ensure that interactions with the younger children are consistently of a high quality and contribute well to delivering the curriculum intent
- focus the monitoring of staff's knowledge to identify their training needs or any support needed
- discuss sleep routines with new parents of the younger children, to ensure that routines are consistent to fully support children's emotional well-being.

## Setting details

<b>Unique reference number</b>	EY405738
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	10263284
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	57
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	City Church (Great Grimsby & North East Lincolnshire)
<b>Registered person unique reference number</b>	RP902048
<b>Telephone number</b>	01472 232307
<b>Date of previous inspection</b>	26 April 2017

## Information about this early years setting

Wiz-Kidz Nursery was registered in 2010 and is located in Grimsby. The nursery employs eight members of childcare staff. Of these, all staff hold appropriate early years qualifications at level 2 or above, including one staff member who holds a qualification at level 6. The nursery opens during term time from 9am until 4pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Val Taylor

## 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 the provider and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the director during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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