

Inspection of Kiddiewinks Pre-School

Salisbury Road Baptist Church, Rosebery Avenue, PLYMOUTH PL4 8SX

Inspection date: 28 April 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children settle quickly in this friendly pre-school. They show curiosity in the activities available and quickly engage with toys that interest them. Staff provide a curriculum around topics children enjoy, such as minibeasts. Children search for bugs in the garden and talk about what they have found. Staff use their interest to encourage communication throughout the day, including during snack time. While children eat, staff provide picture card prompts. This promotes discussions to help children recall prior knowledge about their 'bug hunt' and the creatures they found. Children have a positive attitude to learning.

Children enjoy the company of others. Staff encourage children to play cooperatively and to share resources, such as when they use the scooters. They encourage children to take on small tasks. For instance, children can be a 'special helper', where they tidy away the snack dishes, to promote their independence and a sense of responsibility.

Staff use additional funding effectively. They ensure that a full team of staff is present to support children throughout the session. For example, staff carry out small-group times with older children to help develop their confidence and listening skills.

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

- Children enjoy mathematical activities, where they join in with counting songs and begin to recognise numbers. For instance, children confidently count out the number of splashes of water as staff pour them from the jug.
- Staff provide children who require additional support with specific activities to help their communication. Children play rhyming games and learn to match two words that sound the same, such as 'pig' and 'big'. However, staff do not have strong communication strategies in place to support younger children and those new to the setting. These children become frustrated, as staff do not always understand their wants and needs.
- The pre-school embraces other cultures and traditions. Staff find out about children's home backgrounds and what makes them unique. For example, children learn about Dashain, a Hindu festival celebrated in Nepal. Children learn about the kite-flying tradition and have a go at making kites for themselves.
- Staff plan exciting activities that capture children's attention. Children use a variety of herbs, such as parsley and basil, alongside equipment to make 'magic potions'. They enjoy smelling and tasting the herbs, discussing which foods have these ingredients, including pizza and bolognese. Children learn new words, such as 'baster' and 'scientist', and use equipment such as lemon squeezers. However, staff do not always consider children's individual needs during large-

group activities to help build on what they already know and can do.

- Partnerships with parents is effective. Parents comment that they enjoy spending the first 30 minutes of the session to play with their children and talk to staff about their development. They discuss how staff are supportive towards them as a family and share ideas of how to support their child's learning at home.
- The pre-school has formed positive links with professionals in the area, such as local schools and other educational settings that children attend. Staff ensure that children become familiar with the new adults, by inviting school staff and childminders into the pre-school to share their knowledge of individual children, for example. This helps to provide a consistent approach to children's learning and development.
- Staff evaluate their practice well and identify areas to develop that will benefit children. They attend frequent training, such as on oral hygiene and how to help children process grief. This helps to support children's health and emotional well-being.
- Children enjoy imaginative play. They like to dress up in a variety of costumes and pretend to be fictional characters. Staff use old cardboard boxes and turn them into imaginary play spaces, such as a 'police tardis'. Children enjoy hiding inside, giving them a quiet space to reflect.

Safeguarding

The arrangements for safeguarding are effective.

Staff support children to understand and manage risks. They encourage children to use the bicycles and scooters carefully so they do not hurt themselves or others. Staff talk to children about using sand safely to ensure that it does not go into others' eyes. The manager and staff understand their role in ensuring children's welfare. They keep their child protection training up to date to ensure that they remain alert to any potential harm to children. The manager and the staff know who to report their concerns to if they feel a child is at risk.

What does the setting need to do to improve?

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

- help younger children and those new to the setting to express and communicate their needs more effectively
- implement large-group activities more effectively to ensure that all children can build on what they already know and can do.

Setting details

Unique reference number	117191
Local authority	Plymouth
Inspection number	10279872
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	30
Name of registered person	Kiddiewinks Pre-School Committee
Registered person unique reference number	RP519813
Telephone number	07779336475
Date of previous inspection	27 September 2017

Information about this early years setting

Kiddiewinks Pre-School registered in 1968 and operates from two rooms in Salisbury Road Baptist Church, Plymouth. The pre-school is open term time only, from Monday to Friday, 9.15am until 1pm. It provides funded free early education for two-, three- and four-year-old children. There are five members of staff, all of whom hold appropriate early years qualifications between level 2 and qualified teacher status. The pre-school has one apprentice studying for a childcare qualification.

Information about this inspection

Inspector

Joanne Steward

Inspection activities

- This was the first routine inspection the pre-school 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 and the inspector completed a learning walk together and discussed the early years curriculum.
- Children spoke to the inspector about what they enjoy doing at the pre-school.
- Parents shared their views of the pre-school with the inspector.
- The inspector carried out a joint observation of a group activity with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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