

# Inspection of Kiddiewinkles Eccles

Christ Church, Liverpool Road, Manchester M30 0SD

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Inspection date: 12 May 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

Children arrive at the setting eager to greet the staff team with big smiles and hugs. They sit happily together at breakfast time. Staff support children to learn independence by providing lots of opportunities for them to practise these skills. For example, children demonstrate their independence as they pour milk on their cereal. Children are happy and engage well with the activities provided. Staff provide real-life experiences for the children to take part in. For example, children cut and grate real carrots in the pretend kitchen. This helps to develop their creativity and physical skills.

The management team and staff have an excellent knowledge of what children are currently working towards. Staff are good role models and help children to understand the rules, such as lining up before they go outside. Managers have designed the curriculum to focus on children's individual learning needs. They use the environment well to provide exciting opportunities for children. Staff also talk to children about what makes them unique. For example, they encourage children to look into the mirrors and describe what they see. This generates discussions about differences, such as eye colour. This also helps children to understand differences between themselves and their peers.

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

- The manager is extremely knowledgeable about special educational needs and/or disabilities (SEND). This knowledge is shared well with the staff team. As a result, staff have a good understanding of how to support children with SEND. For example, they wear lanyards with pictures to help promote children's communication and language. This helps children to understand what is being asked of them and what will happen next.
- Staff have a good understanding of what children know and can do. They establish secure and trusting relationships with all children, which gives them a good sense of belonging. Children approach staff for a cuddle. This further supports their emotional well-being.
- Overall, children are engaged and happy in their play. However, staff do not manage transitions well enough. For example, as children come in from outdoor play, they sing, dance and run around the room. As a result, they are too excited to engage in the focused activity and story session that follows. This interrupts their learning.
- Parents speak highly of the setting and the staff team. They explain how staff have helped them to implement strategies to support their children's learning at home. This partnership working has made it easier for parents to better understand and meet their children's individual needs. Parents particularly recognise the progress their children have made at the setting.

- Despite minor gaps, staff plan activities that meet children's individual learning needs. For example, as children explore ice, staff use age-appropriate language and introduce new words, such as 'smash' and 'cold', which helps to extend children's vocabulary.
- The curriculum for the most-able children is not consistently ambitious. For example, the most-able children are not always given opportunities to learn more complex vocabulary. As a result, they are less engaged in activities that focus on using single words. They become disengaged and wander off looking for something else to do.
- The manager has effective procedures in place for new staff, which ensures they fully understand their roles and responsibilities. Staff attend various training courses and have regular supervisions. This helps to ensure that staff are confident within their roles. Overall, staff work hard to create a harmonious environment for children.
- Staff help children to understand the importance of healthy eating. They provide a variety of freshly cooked meals for children. As a result, children eagerly try new foods that they do not eat at home. Staff have also adapted the menu for children who have sensory needs. This ensures they are fully included in the lunchtime routine.
- The support for children with SEND is exceptional. Staff have robust strategies in place to ensure that children with SEND make considerable progress from their starting points. For example, staff are skilled at assessing children's capabilities. This helps them to plan precisely for children's next steps in learning.

## Safeguarding

The arrangements for safeguarding are effective.

All staff have a good understanding of how to keep children safe. Staff know who to speak to if they have concerns about a child in their care. This helps to protect children's welfare. Information is displayed around the setting so that staff can access information quickly should a concern arise. All staff have a clear understanding of how to deal with any allegations raised against a member of staff. The recruitment processes for new staff are effective. The manager regularly checks the suitability of staff through supervisions. This helps to ensure that children are cared for by suitable staff. Staff are effectively deployed, both indoors and outdoors. As a result, children are always supervised.

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

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

- provide a consistently ambitious curriculum for the most able children
- improve transitions within the setting to ensure they are smooth and well planned to support all children.

## Setting details

<b>Unique reference number</b>	EY490534
<b>Local authority</b>	Salford
<b>Inspection number</b>	10285440
<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>	2 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Kiddiewinkles Limited
<b>Registered person unique reference number</b>	RP905162
<b>Telephone number</b>	07895144704
<b>Date of previous inspection</b>	5 October 2017

## Information about this early years setting

Kiddiewinkles Eccles re-registered in 2015. The setting employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. The manager also has early years teacher status. The setting is open Monday to Friday from 9.10am to 3pm, term times only. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Remi Stennett

## 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 their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- 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 setting.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector spoke with the managers about the leadership and management of the setting.

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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