

Inspection of Kiddy Winks Pre-School

Sneinton Dale Community Centre, 312 Sneinton Dale, NOTTINGHAM NG3 7DN

Inspection date: 26 June 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

When children arrive, they are welcomed and settled by friendly, smiley staff. Children self-register on arrival as they collect a photo of themselves and hang it on the wall. All children are provided with a key person. Children build strong bonds with their key person and show that they feel emotionally secure in their care. Management and staff have designed an ambitious curriculum, which supports children's development well. Staff are skilful, adapting their teaching to meet children's needs. They provide activities that build on children's interests, such as magnetic blocks and large transport. Children are developing their problem-solving skills through playing with water. They enjoy using large syringes to suck up the water and transport it along a pipe to another tray. Staff initiate conversations with children about what they are doing, encouraging children to think of new ideas in their play.

Staff support children to embed their learning and secure the skills they need for the next stages of their education. Children develop their small-hand muscles in preparation for handwriting. They manipulate with play dough, squeeze small water bottles, construct with magnetic blocks and draw with chalk. Those who are ready practise writing their name. Children learn how to be kind and respectful to each other. Staff model to children how they can manage minor conflicts. They get down to children's level and support them to deal with difficulties in a kind and caring way. Children use these skills as they join together to play a game of football. They take turns to score a goal and offer their friends encouragement to try again when they miss.

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

- Managers prioritise children's communication and language development. Staff support children effectively by modelling language and narrating their play. They support children who speak English as an additional language by using simple sign language to help children's understanding. The manager makes timely referrals to external support services. This helps to address any emerging gaps in children's communication and language skills and supports all children to become confident communicators.
- Staff use mealtimes to support children's independence and teach them about healthy eating. Children bring their own packed lunch and discuss with staff the foods they have. Staff explain to the children that they will grow big and strong by eating their healthy foods. Children show their developing independence as they unwrap and open packages with support. Staff make sure that food allergies are known and that children are kept safe when eating. Children demonstrate good table manners and talk among their friends. When children are finished, they take their pots to the tray and put empty wrappers in the bin.

- Staff promote a range of mathematical activities throughout the day. They model mathematical vocabulary and support children to use this language. For example, children are introduced to measurements and quantities when cutting up their snack. Children demonstrate what they have learned as they count how many pieces of apple are in their bowl when it has been cut into quarters.
- The management team works together with outside agencies to ensure that children with special educational needs and/or disabilities (SEND) are well supported. They ensure that relevant support is sought without delay. This helps children to make good progress. Staff adapt their teaching when working with children with SEND. For example, they take activities to children's preferred learning spaces. This means the curriculum is accessible to all children.
- Parents are very happy with the level of care their children receive. They appreciate the support from managers and staff. They say they have seen their children progress since starting at the setting. Parents like the feedback they receive about their child each day.
- Staff provide a well-resourced learning environment. Children have access to a range of learning opportunities. Children have space to move around freely, making choices in their play. Staff successfully engage children in group activities. However, they do not always recognise when children are less engaged when playing on their own. This means that, at times, some children are not involved in purposeful play.
- The experienced manager is passionate about providing quality care and education for all children. She makes good use of additional funding to enrich children's sensory experiences. Staff successfully support children's learning at home. Children borrow story sacks to share with their parents.
- The management team holds regular supervision meetings with staff. These are used to identify and address staff's training needs. Staff say they have learned lots from their training to use in their practice. Managers also use this time to ensure that staff's suitability is checked to make sure children are kept safe.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff understand their roles and responsibilities to keep children safe. They recognise the signs and symptoms which may indicate that a child is at risk of harm. This includes keeping children safe from radicalisation and protecting them from neglect. The manager and staff understand how to manage allegations and know the correct reporting procedures. The premises is safe and secure and well maintained, which contributes to keeping children safe. Daily risk assessments are carried out by the manager to help minimise hazards at the setting. There is a thorough recruitment process to ensure that staff working with children are suitable. All staff have completed appropriate safeguarding training.

What does the setting need to do to improve?

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

- support staff to recognise and act swiftly when children become less engaged in their learning.

Setting details

Unique reference number	254656
Local authority	Nottingham
Inspection number	10276380
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	
Number of children on roll	52
Name of registered person	The Committee of Kiddywinks Playgroup
Registered person unique reference number	RP523136
Telephone number	0115 8471570
Date of previous inspection	13 July 2017

Information about this early years setting

Kiddy Winks Pre-School registered in 1992 and operates from a community centre in Sneinton, Nottingham. It employs 10 members of childcare staff. All staff hold a relevant level 3 qualification. The pre-school is open each weekday, from 8.45am until 11.45am and 12.15pm until 3.15pm, during school term time only. The pre-school offers a lunch club for children during the hours of 11.45pm until 12.15pm. It provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kate Francis

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 spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The management team and staff spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation during snack time.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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