

Inspection of Kiddiwinks 16

Belmont Primary School, Lauderdale Drive, Guisborough TS14 7BS

Inspection date: 23 October 2023

Overall effectiveness	Inadequate
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

There are several breaches of the safeguarding and welfare requirements of the early years foundation stage. Staff are not aware of how to report concerns about children's welfare swiftly. The provider has not ensured the safeguarding policy is up to date and the designated safeguarding lead on site has not received appropriate training to keep children safe. In addition, the provider did not act swiftly and investigate an incident when a child became lost following a collection from school.

Despite this, children arrive happily to attend their session and are keen to come in. Staff gather information from parents and families to help them meet any medical needs and promote continuity. Staff prepare the environment so it is exciting and interesting for children. Children play imaginatively in the home area and access resources independently. Staff use calm voices to talk to children and gently remind them of behavioural expectations. Children behave well.

Since the pandemic, staff focus on supporting children's communication skills and personal, social and emotional development. They regularly read stories to children and encourage them to join in with singing in circle time. Parents speak positively about the progress their children make and are happy with their developing levels of self-confidence and independence.

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

- Despite the weakness in safeguarding, staff's teaching is effective. Staff have a clear understanding of the curriculum and know what they want children to learn. They complete regular assessments of children's progress and complete specific activities to help them identify any areas children need more support. This helps staff to build secure foundations in every area of children's development.
- Children develop good communication and language skills. Older children are confident and use sentences in their conversations with each other. Staff regularly model clear language to younger children and extend their vocabulary during song time. In addition, staff talk to children about the texture of icing sugar and ask them to describe this in the group.
- Staff encourage children to develop a love of books from an early age. Young children are eager to join the group for a story and listen attentively. Older children share their ideas about what might happen and discuss who the main characters are.
- On occasion, staff's teaching is too directed during planned activities to fully extend children's learning. For example, staff tell children which resources they need to finish facial features on their Halloween picture. Staff cut out resources

for older children and write their names for them, instead of encouraging them to learn how to use scissors safely or practise their writing skills.

- Children follow good hygiene routines and take an active part in their own self-care. Staff are attentive to children's care needs and ensure they provide parents with information to promote continuity. For example, they talk to parents about healthy packed lunches and provide information on oral health.
- Children are effectively supported by staff to understand the consequences of their actions and their feelings. For instance, children share and take turns, with support. They follow behavioural boundaries and benefit from consistent routines. This helps children who are new to settle in quickly.
- Children develop the skills they need for the next stages in their learning, such as starting school. Staff provide opportunities for children to develop their early literacy skills and help them to develop concentration skills. Older children confidently say the letters they need for their name and use mathematical language in their play.
- The provider, who is also the manager, regularly talks to staff about training opportunities and professional development. For example, they have in-house training annually to help them promote children's oral health and promote toothbrushing with children and families. Staff have regular meetings and opportunities for discussions each day.

Safeguarding

The arrangements for safeguarding are not effective.

Following an incident recently, the provider failed to investigate when a child became lost after being picked up from their classroom in school. Further actions were not taken to look further into this event in order to establish a full understanding and to inform parents of the outcome of the investigation. The provider, who is also the designated safeguarding lead, has not attended appropriate training to enable them to identify, understand and respond appropriately to signs of possible abuse and neglect. In addition, the safeguarding policy is not up to date and is not in line with the guidance and procedures of the relevant local safeguarding partners. This means staff do not know how to report concerns about children's welfare swiftly and to the relevant agencies. Despite these weaknesses, recruitment is robust. The provider follows safer recruitment guidelines and obtains references from all applicants. She has completed a new specific risk assessment and new procedure to collect children from school safely in the future.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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improve the safeguarding policy to ensure it follows the guidelines of the local safeguarding partnership, including the procedures to follow to report concerns about children's welfare	25/11/2023
ensure the designated safeguarding lead and staff team attend appropriate training to enable them to identify, record and report signs of potential abuse and maintain an up-to-date knowledge of child protection issues	25/11/2023
ensure all concerns are investigated and notify complainants of the outcome of the investigation within 28 days of having received the complaint, and ensure the record of complaints is available to Ofsted.	25/11/2023

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

- provide children with further ways to develop and extend their skills during planned activities.

Setting details

Unique reference number	EY542049
Local authority	Redcar and Cleveland
Inspection number	10313915
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 11
Total number of places	26
Number of children on roll	73
Name of registered person	Kiddiwinks 16 Ltd
Registered person unique reference number	RP542048
Telephone number	07460931913
Date of previous inspection	14 February 2019

Information about this early years setting

Kiddiwinks 16 registered in 2016. The nursery is based on the same site as Belmont Primary School in Guisborough. It operates Monday to Friday during term time from 7.30am to 5.45pm and offers flexible hours during the school holidays. The nursery employs two members of staff, both of whom hold level 3 qualifications in early years, including the manager. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michelle Lorains

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 setting and has taken that into account in her evaluation of the setting.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation was completed by the manager and inspector, indoors during a planned activity.
- The inspector held a discussion with the manager in relation to the leadership and management of the nursery. She looked at relevant documentation, such as evidence of recruitment, staff's qualifications and their suitability to work with children.
- The inspector spoke to parents and obtained feedback for the inspection.

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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