

Inspection of Kiddiwinks Day Nursery Limited

Old Hall Square, Worsthorne, Burnley, Lancashire BB10 3NS

Inspection date:

16 November 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Since the last inspection, there have been several staff and key person changes, of which some are recent. This has contributed to a decline in the quality of education. However, children enter the nursery confidently, demonstrating that they feel emotionally safe and secure. They behave well. Children happily choose what to play with from a good selection of resources that interest them. For example, they enjoy manipulating dough to make space rockets and the sensory feel of bubbles while washing the toy animals. Leaders are clear about what children need to learn. They are working alongside staff to help to identify and support children who may need extra help.

Although the quality of education is variable, children develop some good basic skills which prepare them for future learning. They confidently interact with staff and visitors, listen attentively, and show a keen interest in stories, writing and counting. Children show increasing independence and self-care skills. For example, they wash their hands before having snacks and meals. Babies sit comfortably at the table and show increasing coordination as they feed themselves with spoons. Older children put on their coats and wellington boots before going on trips to a forest school session led by a visiting teacher. Children enjoy a wide range of outings in the local area. In addition to experiencing nature, children see and talk to the people who live and work in their local community. This helps them to develop an understanding of diversity beyond their immediate family.

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

- Newly employed staff and apprentices are beginning to benefit from the effective induction and supervision arrangements. The manager observes staff practice and gives them feedback on their performance. This is helping to address some of the inconsistencies in the quality of education.
- Indoors and outdoors, children happily engage in their self-chosen play and staff relate well to them while playing alongside. However, staff do not consistently identify what they want children to learn. Some new staff do not have the confidence and knowledge of how to teach children across a range of different activities. Some experiences are not organised effectively, and children are not consistently supported to be motivated to want to learn more and do more.
- Staff exchange information with parents in a range of ways, which keeps them well informed about their child's day and progress. Parents receive information electronically, through newsletters and at the door when collecting their child. Stay-and-play sessions which were stopped due to the COVID-19 pandemic have recently restarted. These sessions enable parents to join their children in activities, such as pumpkin carving at Halloween. Staff also support parents to extend their children's learning at home. One of the ways they do this is to

provide reading books and activity packs for mathematics and messy play, which children take home.

- Children's physical development is promoted well. Babies develop hand-to-eye coordination and early mathematical skills through activities, such as fitting shapes into the holes of posting toys. Older children walk in the local area and enjoy activities, including yoga and swimming. Children learn about healthy eating while talking about foods and helping to prepare snacks.
- Children develop a good understanding of their world. Outdoors, children help themselves to magnifiers to search for minibeasts. They learn about their local area on a range of visits, such as to the shops, church and library. They find and collect items when visiting the forest and talk about the changing seasons, which helps them to learn about the natural world.
- Staff model polite, courteous behaviour. They help children to play alongside others and to take turns. They help children to talk about how they feel and to be kind and to consider others. Children made poppies and took them to a local church for Remembrance Sunday. On World Kindness Day, children made salt-dough hearts and gave them to people in the community.
- Leaders do not always consider how best to deploy staff, to help provide good quality care and learning. For example, when repairs are not completed in a timely way, leaders make sure that staff supervise such areas closely to help keep children safe. However, this takes staff away from interacting with the children. This lessens their ability to focus on children's learning needs.

Safeguarding

The arrangements for safeguarding are effective.

Appropriate recruitment and vetting procedures are followed to check staff's suitability to work with children. Staff understand how to identify and report child protection concerns. They have received training in food hygiene and understand the procedures in place to ensure children's dietary needs are known and met. They follow appropriate procedures for making babies bottles of milk formula. Suitable systems are in place and followed by staff to record accidents and medicine administrations and to share them with parents. Fire safety equipment is checked to ensure it is in working order and evacuation procedures are practised regularly.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
deploy staff effectively to ensure children's learning needs are met.	14/12/2023

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

- support new and unqualified staff to develop the skills and knowledge they need to provide good quality learning experiences
- ensure staff focus more clearly on what children are to learn when planning and supporting activities to raise children's education to a consistently good level.

Setting details

Unique reference number	EY274096
Local authority	Lancashire
Inspection number	10301415
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	37
Number of children on roll	51
Name of registered person	Kiddiwinks Day Nursery Limited
Registered person unique reference number	RP907082
Telephone number	01282 416 296
Date of previous inspection	3 January 2018

Information about this early years setting

Kiddiwinks Day Nursery Limited registered in 2004. The nursery employs 10 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, four at level 3 and one at level 4 and the provider has early years professional status. The nursery opens Monday to Friday, from 7am to 6pm, all year. The nursery is in receipt of funding for early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynne Naylor

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 manager and has taken that into account in their evaluation.
- The manager and the inspector completed a learning walk together.
- Three joint observations were carried out by the inspector and the manager.
- The inspector held discussions with staff, children, parents and grandparents at appropriate times during the inspection.
- Meetings were held with the manager.
- The inspector looked at a sample of the nursery's documents including evidence about staff suitability and training.

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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