

Inspection of Kiddiwinks 16

Belmont Primary School, Lauderdale Drive, Guisborough TS14 7BS

Inspection date: 19 March 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

The manager and staff team have worked extremely hard to refresh and update their skills and knowledge in relation to safeguarding and child protection. This helps to ensure they can identify, record and report concerns about children swiftly and in line with the local safeguarding partnership procedures. Children show they feel happy and safe in the setting. They have good relationships with staff and benefit from their caring, nurturing approach. Staff provide children with a wide range of exciting resources and activities, which children access independently. Children enjoy role playing in the home area and with the small animal toys.

Staff continue to consider the impact of the COVID-19 pandemic on children's learning and development. They focus on helping children to build on their existing skills and extend their vocabulary. Children show an interest in stories and thoroughly enjoy joining in with circle time and singing. In addition, staff focus on helping children to develop good personal, social and emotional skills. They work in partnership with children's families and other settings they attend to promote continuity. Children are delighted when they receive stickers and praise from staff. Their behaviour is very good, and they begin to develop an awareness of social boundaries and expectations. Parents say they are happy with how staff positively support their children's behaviour. They discuss how they can work in partnership to promote continuity for children.

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

- Staff provide a curriculum that focuses on preparing children to start school. There is an effective balance of planned activities and independent play. Staff encourage children to make choices about their learning, and they explore the activities on offer with interest. Staff build on children's existing knowledge and ask them to recall learning and show their understanding.
- Staff use assessments, such as the progress check for children aged two to three years, to identify and support children with potential delay. They access support from other agencies and refer concerns swiftly. Since the COVID-19 pandemic, they have focused on developing children's speech and language. For instance, they model language and new words during activities. Children learn to take turns in conversation, and staff provide time for them to share their ideas in the circle.
- However, staff do not consistently adjust their teaching during planned activities to focus on supporting children to make progress towards their individual learning goals. On occasion, teaching is the same for all children who join in with planned activities, and at times, self-chosen play is not purposeful. For instance, younger children show enjoyment in making marks, but staff do not model how to hold their pens correctly. Older children thoroughly enjoy craft activities, but

opportunities are missed to further extend their mathematical skills.

- Staff know children well and gather information from parents and families before they start. Children benefit from flexible settling-in procedures, and staff ensure they have access to their favourite resources to help them settle. Children show they feel safe. They have good levels of self-esteem and show confidence in asking for help if they need it.
- Children show enjoyment in stories and are keen to share their ideas about topics such as Easter. Staff use books to develop their awareness of different cultures and religions, including how people celebrate festivals around the world. This helps children begin to learn about the wider world and their own community. Children listen intently to stories and take part in discussions.
- Staff teach children about the importance of washing hands, and children discuss their knowledge of germs. Staff teach children how to brush their teeth and talk about how much toothpaste they need. Children are enthusiastic to do this and enjoy brushing their teeth to the music. This actively promotes their good health and helps them to develop independence. Younger children are supported to begin to use the toilet, and staff communicate this to parents so they can work together.
- The curriculum for children's personal, social and emotional development is strong. Staff are good role models for children and consistently praise them for their positive behaviour and efforts. Children are well mannered and polite. They show understanding of how to be kind and begin to develop social skills. Staff offer support for children who occasionally struggle with turn-taking and use positive strategies to encourage them to keep trying.
- Partnerships with the early years team in the local authority are very positive. The manager and staff team have accessed support to make the improvements needed and used this to reflect on the whole setting. For instance, they have reviewed all of their policies and procedures to ensure they are up to date and have refreshed their risk assessments. This helps to keep children safe. The manager is beginning to consider further training to enhance staff's teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- focus staff's teaching during planned activities and children's independent play to consistently help them make progress towards their individual learning goals

- consider further ways to enhance and develop staff's teaching skills to support their continuing professional development.

Setting details

Unique reference number	EY542049
Local authority	Redcar and Cleveland
Inspection number	10319552
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 8
Total number of places	26
Number of children on roll	61
Name of registered person	Kiddiwinks 16 Ltd
Registered person unique reference number	RP542048
Telephone number	07460931913
Date of previous inspection	23 October 2023

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

- The inspector discussed the continued impact of the COVID-19 pandemic with the manager and has taken that into account in her evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors 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. She discussed children's learning and development with the staff team and nursery manager.
- 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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