

Inspection of Kiddywinks Nursery

The Pear Tree Centre, Pear Tree Close, Chipping Campden GL55 6DB

Inspection date: 13 June 2024

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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

There have been recent changes to the leadership and management structure at the nursery. The manager is new to her role and although she identifies some weaknesses in practice, she is yet to put plans in place to address these.

Children do not make the best possible progress in their learning because staff do not always know what they want children to learn from planned activities and why it is important to their stage of development. Staff do not organise the learning environment and resources effectively to meet children's individual learning needs. For example, during a cake-making activity to celebrate Father's Day in the pre-school room, staff do not consider the size of the groups or provide children with enough space or resources to become fully involved in their learning. Children wait long periods of time for their turn to mix the ingredients together. As a result, some children disengage from the activity, swing on their chair or place their head down on the table.

Despite these weaknesses, children display secure relationships with staff and appear happy and settled at the nursery. They behave well and are confident to engage with visitors. Children enjoy playing outside in the nursery's outdoor areas. They demonstrate an understanding of the world around them and the importance of caring for living things. Young children are proud of how their plants and herbs have grown and kindly give minibeasts, such as 'Mr Snail', some blades of grass and mint leaves to eat.

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

- The indoor and outdoor learning environments are generally safe and secure. However, staff do not effectively organise all areas of the nursery to meet children's learning and development needs. For example, they store resources in a cot in the corner of the baby room dining area. Babies are keen to explore and look at resources stored in the cot, rather than engage in planned group learning activities which support their learning.
- Staff are yet to implement a meaningful and ambitious curriculum. Although they have some knowledge of the skills they would like children to gain in each room, they do not effectively link these to resources and planned activities. This means children's learning is incidental rather than targeted. For example, staff read to young children while staff tidy up and help children to get ready to play outside. Staff do not consider the environment where story time is taking place, or the significance of the chosen book, to support children to make the best levels of progress.
- The manager is aware that quality of teaching across the nursery is not yet good. Although she occasionally works alongside the staff team and provides

some informal feedback, this is not systematically reviewed or monitored. As a result, children do not make good levels of progress because staff do not have the skills to provide them with high-quality interactions and learning experiences.

- Staff generally know the children in their care well. When children first begin to attend, staff gather information from parents about children's interests and routines from home so they support these at nursery. General information about children's time at the setting and care needs is shared verbally at pick up and drop off times. Staff sometimes add information about children's ongoing learning and achievements to their online learning records. However, staff are yet to consistently share enough information with parents to keep them better informed about their children's experiences at nursery.
- Staff provide support to children with special educational needs and/or disabilities. They use simple sign language alongside verbal instructions to support children's understanding and adapt their interactions during group times to meet their individual learning needs. Staff recently completed communication and language training and some staff have implemented daily activities to accelerate children's language skills. For example, young children join in with a 'What's in the box?' activity. They make links between objects and familiar songs, which they enthusiastically join in with.
- Staff support children's understanding of a healthy lifestyle. They remind children to wash their hands with soap after having their nappy changed, using the toilet and before mealtimes. The onsite chef prepares nutritious meals and snacks, which children thoroughly enjoy. Older children display independence as they pour their own water from a drinking station in their room. Staff monitor the ultraviolet rating and ensure children wear sunscreen before playing outside. They remind children of the importance of wearing a hat to protect them from the sun.

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

	Due date
--	-----------------

improve the organisation of the learning environment to ensure it meets the learning and development needs of all children	27/06/2024
ensure all staff have a good understanding of how to plan and provide an ambitious curriculum with clear learning intentions to support children to make the progress they are capable of	13/08/2024
implement effective procedures to closely monitor staff's practice and identify areas where further support or mentoring is needed, to raise the quality of teaching to a good level.	13/07/2024

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

- strengthen partnerships with parents and provide them with further information about children's experiences at nursery, to promote a fully consistent and complementary approach to children's learning and development.

Setting details

Unique reference number	2734139
Local authority	Gloucestershire
Inspection number	10353477
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	65
Number of children on roll	91
Name of registered person	Ranu Ltd
Registered person unique reference number	RP905720
Telephone number	01386848868
Date of previous inspection	Not applicable

Information about this early years setting

Kiddywinks Nursery registered in 2023. It is located in Chipping Campden, Gloucestershire. The nursery is open from 7.30am to 6pm, Monday to Friday, all year round. The nursery employs 23 members of staff, including one administrator and one onsite cook. The manager and deputy manager have early years qualifications at level 6, one member of staff has a level 4, nine members of staff have level 3 and two have level 2 qualifications. A further seven staff are unqualified. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years.

Information about this inspection

Inspector
Holly Smith

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024