

Inspection of Kiddy Winks Day Nursery

Jubilee Community Congregation, The Elim Church, 61 Hoo Road,
KIDDERMINSTER, Worcestershire DY10 1NB

Inspection date: 21 February 2025

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

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

The provider has not ensured children's safety and welfare, due to the breaches of safeguarding and welfare requirements. The provider has failed to ensure that there is a person designated to take the lead for safeguarding. Staff are unclear about who they should talk to if they have a child protection concern. This compromises the safety and well-being of children.

The support that is in place for staff is inconsistent. Staff who have been placed to lead the setting lack the knowledge and understanding to do so and feel too overwhelmed to fulfil the role. Although there is a key-person system in place, inequalities in the allocation of key children mean that some staff experience high level workload pressures. This leads to staff feeling overwhelmed and demotivated. In addition to this, weaknesses in the curriculum mean that children's learning needs are not always met. This impacts negatively on the level of progress children make.

Despite these weaknesses, staff ensure children receive a warm welcome to the setting. Children separate happily from their parents. Staff create a sense of belonging as they support children to put away their coats and bags in their designated place. Staff seek information from parents about children's well-being on arrival. Children seek staff out for reassurance and invite them into their play. For example, children enjoy serving staff food in the role-play area. Children learn to share and cooperate with each other.

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

- The provider fails to ensure children are safe from the risks of harm. There is no named designated safeguarding lead (DSL) available to ensure concerns about children's welfare are dealt with swiftly.
- The setting is experiencing significant staffing issues. Leaders and staff report feeling under pressure as they must manage an increased workload. The training, guidance or support in place for these staff are ineffective. This impacts negatively on staff well-being and the day-to-day running of the setting.
- Arrangements for staffing are inconsistent and do not always meet the statutory requirements for staff-to-child ratios as outlined in the 'Statutory framework for the early years foundation stage'. On some days, staff are expected to care for large numbers of children. This impacts on the overall quality of the setting and the outcomes for children attending.
- The support on offer for children with special educational needs and/or disabilities (SEND) is inconsistent. Staff are not clear about who they should talk to with regards to children with SEND. Communication with parents does not consistently ensure prompt action is taken to access the external support that is

needed. This means that children with SEND do not consistently reach their potential.

- The quality of teaching is variable. Staff plan adult-led activities that children generally engage with. However, staff do not consider children's individual stages or interests when planning the curriculum. This means that children's learning needs are not consistently met. This hinders the progress children make in their learning.
- Staff introduce new words to children and encourage use of them in their play. This helps children to extend their vocabulary. However, staff do not consistently support children to engage in back-and-forth conversation. For example, when interacting with children, staff ask a number of questions in quick succession. This does not allow children time to process their thoughts and share their ideas.
- Staff support children to develop their independence. They use a mix of pictorial and verbal instructions to teach children how to wash their hands. Staff are encouraging, for example, they remind children to rub their hands together using the soap until they create some bubbles. Children know that this helps to remove the germs from their hands before they sit down to eat.
- Staff help children to learn the rules of good behaviour. For example, when children run indoors, staff gently remind them to use their 'walking feet'. Staff use frequent praise and encouragement to reward children for their good behaviour. However, due to weaknesses in the planning and implementation of the curriculum, children are not consistently supported to develop positive attitudes to their learning.
- Parents are happy with the care their children receive. They appreciate the nurturing relationships that staff develop with children. Parents are aware of who their child's key person is. They state that they receive verbal feedback every day, and on occasion, they receive photographs via the parent portal. Parents share that their children are happy and excited to attend the setting.

Safeguarding

The arrangements for safeguarding are not effective.

There is not 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 and Childcare Register the provider must:

	Due date
ensure there is a named DSL who is suitably trained to take lead responsibility for safeguarding children	14/03/2025

ensure staff, including those in management roles, are provided with effective support, coaching and training to enable them to effectively fulfil their roles	14/03/2025
ensure the required staff-to-child ratio is met at all times	14/03/2025
take swift action to seek advice and support from outside agencies to ensure that children with SEND receive the help they need in a timely way and provide information to parents to keep them informed	14/03/2025
ensure staff plan and implement a curriculum that takes into account children's interests and stages of development to help children make better progress in their learning.	04/04/2025

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

- support staff to understand how to communicate more effectively, allowing children time to think and respond to questions they are asked.

Setting details

Unique reference number	EY394791
Local authority	Worcestershire
Inspection number	10389669
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 4
Total number of places	98
Number of children on roll	94
Name of registered person	Elim Foursquare Gospel Alliance
Registered person unique reference number	RP520159
Telephone number	01562 510413
Date of previous inspection	12 June 2024

Information about this early years setting

Kiddy Winks Day Nursery registered in 2009. It is situated in Kidderminster. The nursery operates in partnership with Kiddy Winks Children and Family Centre located in the adjacent building. It employs 14 members of childcare staff. Of these, two hold appropriate early years qualifications at level 5, seven hold a level 3 and one holds level 2. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The setting offers early education funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Gadsby

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a sensory activity with a the lead member of staff.
- Parents shared their views of the setting with the inspector.
- Staff spoke to the inspector during 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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