

Kiddie Winks Day Care Nursery Ltd

Inspection report for early years provision

Unique reference number

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Inspection date

26/04/2012

Inspector

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Type of setting

Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Kiddie Winks Day Care Nursery opened in 2011. It is privately owned and operates from a converted office building on an industrial estate in Stretton, Burton-on-Trent. The nursery serves the local and surrounding area and has strong links with local schools and professional organisations. There is a fully enclosed area available for outdoor play.

The nursery opens Monday to Sunday all year round. Sessions are from 6am until 8pm. Children are able to attend for a variety of sessions. A maximum of 59 children may attend the nursery at any one time, nine of whom may be under two years. There are currently 38 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five to eight years. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 11 members of childcare staff, nine of whom hold appropriate early years qualifications. Two members of staff are working towards an early years foundation degree. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make excellent progress in their learning and development in this vibrant and fully inclusive setting. Staff are highly committed to providing excellent levels of care, closely monitoring each child's continuing progress through the Early Years Foundation Stage. Relationships within the team are extremely strong and supportive, extending to all those involved in each child's care and learning. Successful self-evaluation inspires new initiatives within the setting and the wider community, leading to continuous professional development. Partnerships with parents and carers work exceptionally well in practice, ensuring that all children receive consistent and complementary care. Comprehensive policies exist to guide and inform practice, creating positive outcomes across most areas of the provision.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending the opportunities for children to identify and discuss boundaries so that they understand why these exist and what they are intended to achieve.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded because secure and robust procedures exist to protect them from harm and neglect. Staff demonstrate exceptional levels of confidence in their knowledge of the possible signs of abuse and know how to respond promptly if they have any concerns about a child's well-being. Rigorous recruitment and vetting procedures ensure that the initial and ongoing suitability of each member of staff is thoroughly checked. Managers and staff are committed to children's care, ensuring that they maintain a full understanding of the setting's high quality health and safety procedures. As a result, risk assessments are thorough and excellent attention is paid to promoting children's good health and nutrition. Detailed information about each child is obtained and all of the necessary consents are in place. This ensures that children receive safe and individualised care.

Children are valued as unique individuals. The setting has established exceptional partnerships with parents and other agencies, ensuring that children with special educational needs and/or disabilities are supported extremely well, particularly in the area of language for communication. A highly effective policy is in place to promote equality and anti-discriminatory practice. A wide range of resources and well-planned activities are used extremely well to help children understand and value the diverse world.

Successful steps are taken to self-evaluate the provision, taking into account the views of all those involved in the setting, leading to the exceptional organisation of rooms and resources which significantly benefits children's enjoyment and achievement. The provider demonstrates an excellent capacity to sustain very high standards through continuous professional development. For example, staff are highly committed to ongoing training in order to advance their existing knowledge and expertise of how children learn and develop. They contribute to professional workshops and presentations to share strong working practices with other early years settings and local schools. This creates effective partnerships and consistent practice within the wider community. Parents, carers and other childcare organisations speak very highly of the service provided, praising the dedicated approach from the provider and the staff team in supporting children's well-being and learning.

The nursery is maintained in excellent condition, creating a bright and welcoming environment in which children and their families feel valued, safe and reassured. Children receive excellent levels of support at all times, enabling them to develop high levels of confidence and self-esteem. Toys and play materials are attractively displayed in low-level and open storage containers, encouraging children to make independent choices about their play and learning experiences.

The quality and standards of the early years provision and outcomes for children

Children are actively engaged in a stimulating and exciting programme of activities which significantly enhance their progress towards the early learning goals. Observations and assessments are used exceptionally well to identify children's starting points and extend their capabilities. Consequently, children thrive, have lots of fun and develop a keen interest in learning. For example, they demonstrate high levels of concentration as they listen carefully to a favourite story. Staff use visual prompts skilfully to engage children's attention and full interaction, offering extended opportunities for children to sequence and recall events, name recognised characters and use mathematical language to compare the size of the 'biggest' and 'smallest' animals.

Children's spontaneous ideas are valued and respected, as routines are adapted to support their current thoughts and ideas. As a result, all children eagerly participate in songs, rhymes and music, clapping their hands and moving their bodies in time to the music. They receive high levels of praise for helping with the routines of the day. Children behave well and receive excellent levels of support when they become tired or distracted. They learn to manage their own behaviour through a devised 'time out' system which gives them time to calm down before returning to play. However, opportunities for them to identify and discuss boundaries are not extended to their full potential in all areas. This could limit their understanding of why boundaries exist and what they are intended to achieve.

Children develop strong bonds with the staff and each other, which helps them to feel comfortable and reassured. They enjoy sociable occasions within small and large groups, meeting up with siblings and friends throughout the day. They enjoy robust and active play outdoors and have many opportunities for quiet and restful periods, promoting their good health and well-being. Outings to local areas of interest ensure that all children benefit from regular fresh air and exercise. Babies and young children settle quickly and separate happily from their parents, following a carefully graduated introduction to the nursery. Staff are very considerate to their changing needs and routines, responding promptly to their emerging skills and interests. As a result, young children gain confidence to try new things and quickly develop their abilities.

Children explore the natural world, observing the movements of the pet African snails and the goldfish. They thoroughly enjoy digging in the dirt, identifying the soil and how it helps plants grow. They experiment with vocabulary and understand the importance of washing their hands to prevent them becoming ill. Children adopt safe behaviour from an early age through the daily routine and during fire safety practises. Older children take care to use large play equipment safely, following clear rules that ensure they can enjoy this aspect of their play.

Children use a variety of art and craft materials in their creative play, using chalks and water to make marks and patterns. Their artwork is proudly displayed around the setting, maintaining a sense of belonging and ownership. Babies take part in messy play with the gloop and other textured substances, and press buttons and

levers to activate musical and action toys, developing their curiosity and interest in how things feel and work. Children's sensory experiences are further enhanced as they delight in the music, lights and sounds in the cosy sensory room. They express their imagination through role play and confidently communicate their own experiences through the adventures of the 'nursery to home' toy.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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