

Inspection of Kiddy Winks Day Nursery

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

Inspection date:

23 June 2025

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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

There are inconsistencies in the quality of teaching across the setting. Younger children's experiences differ greatly from those of the older children. Older children are well prepared for their next stage of learning. Older children's behaviour is exceptional. Staff working with these children have high expectations for behaviour. However, at times, younger children's behaviour is not managed well.

That said, all children are happy and settled. Staff recognise when children need comfort or reassurance, and children's individual personal care needs are met. Staff promote children's literacy and enjoyment of books. Children listen to stories or choose to look at books by themselves, happily turning the pages. Older children recognise letters that staff have hidden in activities for them to find, and staff teach them the sound that the letters make.

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

- Leaders have worked hard to ensure that the actions from the previous inspection have been met. They continually reflect on the practice within the setting. They recognise that there are still some changes to be made to further improve the quality of practice, especially for the younger children. Action plans are in place and leaders are working with local authority advisors to ensure that these are implemented.
- Leaders have introduced continual professional development for staff. They provide training opportunities for them and support them to implement what they learn through training into their practice. Leaders monitor staff. This enables them to recognise the difference in the quality of teaching and experiences for younger and older children.
- Older children are motivated and eager to learn. Staff are enthusiastic and join in with children as they play and learn new skills. For example, they demonstrate to children how to hula hoop and encourage them to persevere until they can do it themselves. However, staff working with the younger children lack the enthusiasm, and interactions are at times poor. As a result, younger children do not consistently make the best possible progress in their learning.
- Staff working with the older children continually extend learning and they view every moment as a potential learning experience for children. For example, as children wait to wash their hands before lunch, staff introduce a game of Simon Says. However, staff working with the younger children do not recognise when children become disinterested due to the lack of motivation during some activities, including circle time.
- Older children learn about space and the planets. They can name planets, such as Mars and Jupiter, and know that they live on Earth. Staff ask children questions to test their knowledge, which enables them to successfully build on

what children already know. Staff introduce mathematical language as they teach children that the moon can be a crescent, a semi-circle or a full circle. They introduce new vocabulary, such as astronaut, and encourage children to engage in conversation. However, younger children's communication and language skills are not encouraged as well as they could be.

- A new system for planning has been introduced since the last inspection. This has been implemented well for older children. However, next steps for younger children are not specific enough to enable staff to incorporate them fully into activities to ensure younger children continually move forward in their learning.
- Lunchtime for older children is a social occasion. They develop independence as they skilfully scrape their plates and wipe their own faces as they look in a mirror. However, the organisation of lunchtime for younger children is chaotic. Children wait for a considerable amount of time before their lunch is served. When lunch is finished, some children who are trying to sleep are disrupted by others who run around shouting. As a result, behaviour quickly deteriorates and children push each other. Staff use words, such as 'stop, sit down' and 'no' but are unable to effectively manage the situation until leaders take charge and deploy additional staff to organise the sleeping arrangements.
- All children enjoy the time they spend outdoors. They develop their physical skills as they climb, slide and balance. They ride bikes proficiently and proudly show staff how they can jump and hop into hoops.
- Overall, parents are happy with the level of care their children receive. They say that staff share information about what children are doing and how parents can continue to support children's learning at home.

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:

- develop staff's knowledge and understanding of how to implement a curriculum that engages younger children and supports their individual learning and next steps through positive interactions
- provide more experiences for younger children that promote their communication and language
- support staff working with the younger children to understand how to promote more positive behaviour
- organise lunchtime routines more effectively so that children are able to sleep if they want to and are not disrupted by others.

Setting details

Unique reference number	EY394791
Local authority	Worcestershire
Inspection number	10406451
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	47
Name of registered person	Elim Foursquare Gospel Alliance
Registered person unique reference number	RP520159
Telephone number	01562 510413
Date of previous inspection	21 February 2025

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. The nursery employs 14 members of childcare staff, 12 of whom hold qualifications at level 2 and above. 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 nursery offers early education funding for all eligible children.

Information about this inspection

Inspector

Rebecca Johnson

Inspection activities

- The deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- 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 and the deputy manager carried out two joint observations of activities.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and members of the leadership team about the leadership and management of the setting.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- Parents shared their views of the setting with the inspector.

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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