

Inspection of Kiddy Winks Children And Family Setting

Aykroyd House, Hoo Road, KIDDERMINSTER, Worcestershire DY10 1NB

Inspection date: 12 June 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The provider has taken the necessary action to ensure that children are effectively protected from harm. Managers and staff have received the training and guidance required to ensure that they more fully understand their roles and duties to safeguard children.

Children are happy and content in the setting. They have built close relationships with staff and readily go to them for cuddles and comfort, and they are keen to engage them in their games. Staff are warm, kind and attentive towards children. This helps children to feel safe and secure in their care.

Babies observe closely and give big smiles when staff sing and follow the actions to songs that are familiar to them. They respond to staff's gentle words, which helps them to settle well. The oldest children enjoy playing games with others and with staff. They have learned to listen to others and to wait to take their turn. Children behave well. They listen and respond to staff gentle reminders to use their good manners and to be kind to their friends. Children gain the knowledge and most of the skills they need to prepare them for their next learning and the eventual move on to school.

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

- The curriculum for children shows clear intent for what staff want the children to learn while attending. Staff have embedded this in practice and ensure that they include the learning for children during their interactions while they play together.
- When children first start, staff gain useful information from parents to find out what children know and can do. They make plans to continue to build on this learning through the activities and experiences they provide and engage in.
- Babies have opportunities to explore different textures. They use their fingers to move the paint about, making marks on paper. They have great fun playing and splashing in water, giggling as they climb into the tray and sit in the middle. Staff gently introduce children to this new experience and sprinkle water on their toes.
- Staff promote communication and language well. They encourage children to talk about what they know during various games. For example, toddlers talk about creatures, such as slugs and ladybirds, that may be found in the garden. They describe their colours and say they have spots.
- The oldest children are eager to join in a game of 'find the animal' with staff. For instance, children edge forward as staff read each clue, such as 'I eat grass and I give milk'. Children excitedly call out to say this animal is a cow. They clap and cheer each other's success and begin to chatter about the pets they have at

home.

- In general, independence is promoted. For example, babies feed themselves, toddlers put on their slippers with little adult support and older children manage their personal care for themselves. That said, at mealtimes, there are limited opportunities for children to develop the skills they are capable of, particularly with the use of cutlery.
- The play environments are well arranged for children to confidently explore and engage in play with resources that interest them. However, the arrangements for sleeping babies are not yet fully in line with current guidance throughout the setting.
- The provision for children with special educational needs and/or disabilities is effective. Staff regularly liaise with parents and other professionals to provide children with the right support and learning they need. As a result, these children make good progress within a short space of time.
- Managers have improved the support that staff receive, including those who are new to their posts. They ensure staff have time to discuss their professional development and access the training and/or guidance they need to enable them to fulfil their duties.
- Parents speak highly of the staff and the relationships formed with their children. They comment particularly on how supportive they are. Parents value the communication they receive about their child's care and learning progress.

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:

- build on children's independence further and ensure they are provided with consistent opportunities to develop the skills they are capable of, in particular the use of cutlery at mealtimes
- review the arrangements for sleeping babies to ensure that these are fully in line with current guidance throughout the setting.

Setting details

Unique reference number	EY493787
Local authority	Worcestershire
Inspection number	10352946
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 11
Total number of places	34
Number of children on roll	93
Name of registered person	Elim Foursquare Gospel Alliance
Registered person unique reference number	RP520159
Telephone number	01562 510413
Date of previous inspection	21 October 2022

Information about this early years setting

Kiddy Winks Children And Family Setting registered in 2015. The nursery employs 12 members of childcare staff. Of these, two hold appropriate early years qualifications at level 5, five at level 3 and four at level 2. The nursery operates for 51 weeks of the year. Sessions are available Monday to Friday, from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Suzanne Taylor
Katherine Wilson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The managers and the inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching within an activity took place between the manager and the inspector.
- The inspector spoke to parents at appropriate times and took account of their views of the setting, including the written views of parents.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held a meeting with the managers and discussed how the setting was organised. The inspector reviewed relevant documentation, including evidence of the suitability of staff working in the setting.

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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