

Inspection of Kiddy Winks Children And Family Setting

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

Inspection date:

21 May 2025

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The leadership team does not give enough consideration to the deployment of staff to ensure they receive the support they need to fulfil their roles. On occasions, this results in the person who is in charge on the day being stretched as they oversee this and the adjacent setting. That said, children are happy. Staff know them well and forge close relationships with them. They recognise when children are unsettled and need a little extra support or a cuddle for reassurance. Children respond to this with smiles and actively seek out staff to join in their play.

Staff plan activities based on children's interests and next steps for learning. They encourage children to have a go and persevere to achieve their goal. As a result, children are curious and confident learners. For example, younger children receive support to develop the confidence to crawl through a tunnel. Older children build towers with different-shaped bricks and discuss with each other how to make the towers stronger and taller when they fall down.

Staff encourage even the youngest children to behave in a positive way and to learn simple rules. Young children learn not to take toys that other children are playing with. Older children negotiate with their friends and use manners. Consequently, children's behaviour throughout the setting is good.

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

- The setting has recently undergone some significant changes to the leadership team. As a result, staff, including those who have overall responsibility on a daily basis, are not deployed well enough for them to be able to carry out their role. That said, leaders recognise where changes are needed and are working together to improve practice and the quality of the provision, including implementing more stringent recruitment procedures and regular supervision meetings for staff. However, although they are working towards implementing the necessary changes, these are not yet fully embedded into practice. Nevertheless, staff talk positively about the recent changes to the leadership team and say that they feel supported.
- Staff now have opportunities for continual professional development. They attend training sessions to further their knowledge, and leaders encourage them to identify training needs for themselves. However, although leaders have plans to observe and monitor staff practice, this is still very much in its infancy. As a result, some weaknesses in quality remain.
- Overall, the quality of teaching is good, and children make progress from their individual starting points. Children enjoy taking part in the activities and have fun as they learn. Older children sit in a circle as they play with a parachute and wait patiently for their turn. Staff introduce mathematics and demonstrate to

children how to count numbers on their fingers, decreasing them by one as they sing a song about five little ducks. Staff patiently and kindly correct children when they show the wrong number of fingers and explain the correct number as they count again. Staff praise children's achievements, which helps to raise children's self-esteem and feeling of self-worth.

- Staff provide some activities that support children's physical development and good health. Babies pull themselves to stand in preparation for taking their first steps. Older children ride bikes and scooters with dexterity. However, the outside area is not utilised as well as it could be, and not all children access outdoors on a daily basis.
- Children enjoy looking at books, listening to stories and singing songs. Staff engage older children in back-and-forth conversation and provide explanations for children as they play. Younger children sit patiently as they look at a book. Staff point out familiar pictures and name them, encouraging children to repeat the words and sounds. This enhances children's communication and language skills and helps to increase their developing vocabulary.
- The provision for children with special educational needs and/or disabilities (SEND) is a strength of the setting. The organisation of the premises enables them to receive some time on a one-to-one basis and also to integrate with their peers when they are able to. Staff working with these children are committed to helping them to achieve the best they can. Staff work closely with parents, carers and other professionals to swiftly identify any gaps in learning so that children receive timely interventions and the individual support they need.
- Parents and carers are involved in their children's learning and development. Staff share what children are working towards and provide ideas for parents to continue this at home. Parents speak positively about the setting. They say that they cannot fault the care their children receive and that staff are amazing and helpful. They say that they feel their children are really loved and cared for well.

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
deploy staff more effectively to ensure that they are able to fulfil their roles and responsibilities.	20/06/2025

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

- embed the current changes in practice and monitor the impact of these on the overall quality of the provision
- introduce ways to monitor staff practice and use this to identify areas of further development
- make better use of the outdoor area to ensure all children have opportunities to experience outdoor play and learning.

Setting details

Unique reference number	EY493787
Local authority	Worcestershire
Inspection number	10403206
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 4
Total number of places	34
Number of children on roll	67
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 Children And Family Setting registered in 2015. The nursery employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications, including one who holds qualified teacher status and one who holds a qualification at level 5. 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 all eligible children.

Information about this inspection

Inspector

Rebecca Johnson

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- 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 a joint observation of a communication and language activity.
- Parents and carers shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed 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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