

# Kiddiwinks Day Nursery

Caretakers Cottage, Lady Ediths Drive, Scarborough, North Yorkshire, YO12 5RW



## Inspection date

16 February 2015

Previous inspection date

26 August 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Good partnerships with parents are established. Effective strategies are in place to ensure they are involved in their children's development. Consequently, children are well supported in their learning at home and are suitably prepared for starting school.
- Effective self-evaluation means that the staff continually improve the good service for children and their families.
- Children enjoy their time at nursery. They form strong bonds with staff and their peers. Consequently, children's personal, social and emotional attachments are secure and they are eager and confident learners.
- Inclusive practice is well embedded. Good partnerships with other professionals and external services ensure that children with special educational needs and/or disabilities and children who speak English as an additional language are supported well. This ensures their individual needs are met.
- Children's good health is supported. Snacks are varied and nutritious. There are opportunities throughout the day, where children are encouraged to engage in physical activity. As a result, children develop an understanding of the importance of physical exercise and a healthy diet.

### It is not yet outstanding because:

- Occasionally, staff do not extend children's critical-thinking skills.
- Children's independence is not as well promoted during mealtimes as it is at other times during the day.

## What the setting needs to do to improve further

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

- extend children's critical-thinking skills, for example, by providing more opportunities for children to find their own way to do things and develop their own ideas
- organise mealtimes more effectively to ensure that opportunities to develop independence skills are not missed.

### Inspection activities

- The inspector viewed all areas of the premises used by the children including the outdoor environment.
- The inspector carried out a joint observation with the manager of the nursery.
- The inspector observed play and learning opportunities for the children and spoke to staff members and children in the nursery room.
- The inspector looked at documentation, including children's learning journeys, staff planning, qualifications and evidence of suitability checks and nursery policies.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

### Inspector

Kerry Holder

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff gather good information from parents about their child's individual needs. This information helps children's key persons to get to know them quickly, supporting a smooth start to nursery. Observations and assessments are purposeful and clearly identify children's next steps in their development. Children learn about the written word as there is an extensive range of text on display. They routinely see their name in print and staff provide a good range of writing tools to encourage children to practise their mark-making skills. Staff ask a range of questions that encourage children to think and consider what else is possible, further developing their language. However, staff do not always encourage children to find their own way to do things or develop their own ideas.

### **The contribution of the early years provision to the well-being of children is good**

Children have good opportunities to play and access a variety of resources, which provide opportunities to heighten their experiences and learning. An effective key-person system helps children form secure attachments. Children develop positive relationships, which promotes their emotional well-being. Therefore, children are happy, settled and content within their surroundings. Staff act as positive role models as they effectively manage children's behaviour. They gently remind children of the boundaries and expectations within the nursery. Children are provided with constant praise and encouragement. Staff enhance children's self-esteem and effectively develop their personal, social and emotional skills. Staff support children's awareness of healthy practices and support their emotional well-being. They encourage children to independently develop their personal needs, such as managing the toilet themselves and washing their hands. However, on some occasions, such as mealtimes, children's independence is not maximised. This is because staff serve children's meals, giving them no choice, and clear away their dishes for them. Children's physical development is promoted well through various activities in the garden to ensure they are active.

### **The effectiveness of the leadership and management of the early years provision is good**

Safeguarding procedures are effective and staff are clear about their roles and responsibilities. This ensures children are protected and kept safe from harm. Robust procedures are in place for the recruitment of new staff to ensure they are suitable to work with children. Performance management is effective as staff attend regular training to refresh their knowledge. They are supported through regular staff meetings and supervisions to further their professional development. The highly-qualified manager works alongside her team, which enables her to observe and reflect on practice. Management and staff demonstrate a secure understanding of how children learn and develop. They use their professional skills well, to plan and monitor a varied programme of activities that cover the seven areas of learning in depth.

## Setting details

<b>Unique reference number</b>	400091
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	868827
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	21
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Kiddiwinks (Scarborough) Ltd.
<b>Date of previous inspection</b>	26 August 2009
<b>Telephone number</b>	01723 500164

Kiddiwinks Day Nursery was registered in 1998. The nursery employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above, including the nursery manager with Early Years Professional status. The nursery opens from Monday to Friday, all year round, except for one week at Christmas. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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