

Inspection date	16 August 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The owner and manager are very ambitious and dedicated to providing the best quality provision they can for children. They accurately evaluate the nursery and have put clear action plans in place to support their proactive drive for continued improvement.
- Children's emotional well-being is supported particularly well. This begins with the home visits that staff make before children start at nursery and continues through consistent and caring support. This helps children to develop secure attachments with their key person.
- Partnerships with parents are strong. Staff work closely with parents and give advice to help them support their children's development at home. Parents appreciate how their children's individual cultural backgrounds are highly valued and celebrated. They describe how inclusive the nursery is and how welcome they are made to feel.
- The nursery works very closely with a wide range of other professionals and outside agencies. This is a key strength and helps to ensure that children's individual needs are fully supported. Staff are strong advocates for children.

It is not yet outstanding because:

- The owner and manager do not yet compare the progress made by specific groups of children to ensure that no group falls behind.
- On occasion, staff in the room for older children do not extend learning far enough to help ensure that all children achieve their highest potential.
- Staff are sometimes overly directive during creative activities. This means that children do not always express their own ideas or fully explore the possibilities of the resources available.

What the setting needs to do to improve further

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

- compare the progress made by specific groups of children to identify those who may benefit from targeted support and ensure that no group falls behind
- provide older children with a greater level of challenge during activities to help them achieve to their highest potential
- give children even more freedom and opportunities to fully express their own thoughts and ideas when using craft and creative resources.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector held a meeting with the owner and the manager. She checked policies and procedures and discussed the nursery's self-evaluation documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Angela Sugden

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff are trained in safeguarding and have a secure understanding of their responsibilities in keeping children safe from harm. Comprehensive policies and procedures underpin this good practice. Effective induction and supervision systems are in place to support staff in continually improving their knowledge and skills. In addition, staff access a range of training courses. This mostly has a positive impact on the quality of their teaching and children's learning. The manager has a clear overview of the progress individual children make. She monitors this carefully to identify any areas where children are not achieving as well. Staff work closely with teachers from local schools and share information about children's development.

Quality of teaching, learning and assessment is good

Staff are qualified and have a good knowledge of how children learn. They make accurate observations and assessments of children's progress. Parents are fully involved in this from the start and continue to make contributions. Staff teach children how to thread needles with wool. Children persist in perfecting this skill and enjoy sewing felt together to make puppets. Staff support children's understanding of mathematics well. Children identify different shapes and count the peas they make when exploring the play dough. Staff are responsive to children's play ideas and provide large sheets of material to support their interests. Children adapt the environment to make cosy dens. They are motivated and work well together to develop and sustain their imaginative play ideas. Children talk confidently and ask questions of staff to help them consolidate their learning. Children who speak English as an additional language are supported well.

Personal development, behaviour and welfare are good

The owner, manager and staff have created an ethos and environment which highly value and celebrate diversity. This helps to ensure that all children feel included. Staff effectively promote children's independence skills and encourage them to manage their personal care needs. Young children take themselves to the bathroom to wash their hands before snack. Older children understand the importance of good hygiene practices to their health. Young children persist in putting on their own wellington boots. With encouragement and sensitive support from staff, they delight when they achieve success in this task. All staff ensure that children enjoy daily fresh air in the garden area. Children's physical well-being is strong. They challenge their own abilities and demonstrate good balance, coordination and control as they climb the steps of the slide, throw balls and successfully navigate wheeled vehicles around obstacles. Children's good behaviour is effectively supported through the clear expectations that staff provide for them.

Outcomes for children are good

All children make good progress from their starting points in learning and some make excellent progress. Children in receipt of additional funding are exceeding in their achievements for their age. All children are developing positive attitudes and enjoy learning. Children are well prepared when the time comes for starting school. They sing songs with great enthusiasm and display good listening and attention skills.

Setting details

Unique reference number	EY482590
Local authority	Calderdale
Inspection number	999003
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 10
Total number of places	33
Number of children on roll	22
Name of registered person	SRW Ventures Limited
Registered person unique reference number	RP908403
Date of previous inspection	Not applicable
Telephone number	01422 340 493

Kiddywinks was registered in 2014. The setting employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday all year round, except bank holidays and one week at Christmas. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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