

Woodley Kiddi-Winks

Woodley Nursery Building, Bankfield Road, Woodley, Stockport, Cheshire, SK6 1RH



Inspection date

14 May 2015

Previous inspection date

10 September 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Staff provide an excellent variety of stimulating activities; in an exciting and extremely vibrant learning environment. Because of this, children are highly motivated to be actively involved in their learning, leading to them making excellent progress in their learning and development from their starting points.
- Children quickly form secure attachments with staff due to a highly effective settling-in procedures which involve parents.
- Leadership is inspirational. There is meticulous focus on monitoring, evaluation and reflective practice, which ensures that staff, parents and children are fully involved in the setting's continual improvement, in the pursuit of excellence and to safeguard children.
- Highly effective partnerships with parents ensure a collaborative approach to supporting children's learning both in the setting and at home. This ensures a consistent, shared approach to meeting the learning needs of children is maintained. As a result, children are extremely well prepared for their next stage in their learning.
- Robust safeguarding policies and procedures are in place; all staff have completed relevant safeguarding training. This ensures that children's welfare is exceptionally protected. Additionally, children are kept safe during a broad range of challenging learning experiences where children are supported by highly skilled staff to manage risk.
- Children are exceptionally well behaved and develop positive attitudes to others. This is due to a highly effective behaviour policy and staff embedding clear boundaries and routines.

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What the setting needs to do to improve further

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

- review the lunchtime routine for babies and toddlers to ensure it is more enjoyable for all children, for example, by reducing the length of time babies spend in the eating area as they wait for their food.

Inspection activities

- The inspector observed activities in the indoor and outside learning environments, and spoke with staff and children.
- The inspector took account of views of parents and carers spoken to on the day.
- The inspector conducted a joint observation with the manager.
- The inspector looked at a range of policies and procedures, including the safeguarding policy, and looked at children's assessment records and planning documentation.
- The inspector looked at documents and checked evidence of the suitability and qualifications of staff working with children and the provider's evidence of self-evaluation.

Inspector

Kim Boughey

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Inspection findings**How well the early years provision meets the needs of the range of children who attend. This is outstanding**

Highly skilled staff consistently use outstanding teaching strategies to empower children to follow their interests as they play and explore. For example, when taking part in a sensory activity indoors, children say it reminds them of the 'mud' in a particular story they like. Staff skilfully extend learning as they support children to role play the story outside, using the book to promote language and literacy. Staff ask open-ended questions, challenge thinking and model language. For example, when children want to make mud, staff say 'I wonder how you would make the mud?' Children are confident, animated and actively contribute their ideas as they mix soil from the mud kitchen with water from the hose pipe. Staff ask 'What happens next?', as children enthusiastically turn the pages in the book. Children continue to pretend to be characters in the story and develop their physical skills as they climb, balance and explore the exciting, challenging outdoor environment.

The contribution of the early years provision to the well-being of children is outstanding

Staff have a warm, friendly manner; actively seeking to find out about children's interests and needs from parents. Children demonstrate exceptionally strong, positive relationships with all staff. Children are exceptionally confident and are developing excellent self-care and independence skills. For example, during lunchtime, babies are learning to wash and dry their hands themselves as they wait for their food. However, some become restless and upset due to the long period of time this takes. Staff are excellent role models as they demonstrate how to share and take turns, and use positive language. Toddlers are learning about routines and boundaries as they take turns to self-serve from a choice of healthy, home-cooked meals using the utensils provided. Staff involve children in discussions about healthy food as they help themselves to vegetables. Children are learning about healthy lifestyles, and their health and well-being is extremely well promoted.

The effectiveness of the leadership and management of the early years provision is outstanding

There is a purposeful, effective key-person system in place; which supports children's emotional well-being extremely well through times of transition. Children with special educational needs and/or disabilities, are extremely well supported due to highly effective partnerships with specialist services, parents and schools. Staff are highly motivated and are provided with regular opportunities to reflect on and share good practice, for example, through peer observations and use of reflective journals. Staff use these opportunities to assess the quality of their practice against a recognised quality framework. Highly effective processes for recruiting staff, regular supervision, checking staff performance and identifying training needs lead to a high level of consistent quality practice. Meticulous analysis of information relating to monitoring and tracking of children's progress enables managers to focus on any gaps in areas of learning, and put robust action plans in place. For example, managers have recognised the need to further extend children's learning in mathematics.

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Setting details

Unique reference number	EY389436
Local authority	Stockport
Inspection number	859188
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	58
Number of children on roll	81
Name of provider	Donna Maria Binns
Date of previous inspection	10 September 2009
Telephone number	0161 406 0324

Woodley Kiddi-Winks nursery was registered in 2009 and operates from three rooms in a converted school in the Woodley area of Stockport. The nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 or 3. The nursery is open Monday to Friday all year round, except bank holidays. Sessions are from 7am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs and/or disabilities.

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