



## **Kiwi's**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY330562
<b>Inspection date</b>	04 October 2006
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<b>Registered person</b>	Kiwi's Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Kiwi's Playgroup and Pre-School is one of a group of three childcare facilities run by Kiwi's Limited. It opened in 2006 and operates from the old Reigate Baptist Church. It is situated in Meadvale, close to the centre of Reigate and Redhill, in Surrey. The children come from a wide catchment area.

A maximum of 32 children may attend the playgroup and pre-school at any one time. The playgroup operates from 09:30 until 13:00 pm on Monday, Wednesdays and Friday and until 12:00 Tuesdays and Thursdays. The pre-school operates from 09:15 until 14:30 Monday, Tuesdays and Wednesdays and until 12:00 on Thursday and Fridays term time only. Kiwis also provide a summer club in the early weeks of the summer holidays.

There are currently 74 children from 18 months to five years on roll. Of these, 23 children receive funding for nursery education. The setting makes provision for children with learning difficulties and/or disabilities, and those who speak English as an additional language.

A team of 13 staff work with the children on a full and part time basis. The manager and five members of staff hold appropriate early years qualifications and four members of staff are working towards a childcare qualification. Three members of staff have experience of working with young children under five. The provision receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are sufficiently protected because staff take positive steps to prevent the spread of infection during personal care and within daily routines, for example, sick children are excluded from the provision and staff, through the use of 'All About Me Forms', ensure they are aware of children's individual requirements to promote their welfare.

Staff support children in the care of their personal needs. They remind children to wash with liquid soap and dry their hands with paper towels after using the toilet. Children help themselves to tissues and place them in the bin thus preventing the spread of germs. However, children are not sufficiently protected during nappy changing routines as staff are not consistent in following established playgroup procedures and at snack time, children used a communal bowl to wash their hands, which does not promote their good health.

Children have their health and dietary needs met because staff work with parents and keep individual records for each child. Children can access drinking water to quench their thirst and sit together at the 'rolling snack' table enjoying a range of healthy options, such as, fresh fruit and raw vegetables. Colourful posters of healthy foods are displayed to develop children's understanding of healthy eating. Staff complete a tick chart, which lists the amounts children have eaten and includes personal care, such as nappy changing. This is then displayed for parents and carers to view at collection time.

Children have daily opportunities within the large hall to explore, test and develop physical control through the participation of action games, balls games and music and movement. This helps children to develop their motor skills and develop a positive attitude to physical play. They happily follow instructions to action rhymes and games, where they wiggle their bottoms, clap their hands, curl up small like tin beans, and reach up high like runner beans. Their enjoyment is further enhanced with the use of picture cards as prompts.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

The premises are spacious welcoming, clean and safe. Staff have created designated areas of learning, such as, a book and role play area, craft area and tabletop games. This allows children to access toys independently and safely. Staff ensure children are kept safe by locking external

doors once all children arrive, safety gates have been fitted to restrict children's access to unsafe areas. Children have a clear understanding of the areas to which they have free access, and those they do not, for example the kitchen. Staff visually carry out risk assessments each morning but they do not record to identify potential hazards. Fire drills are carried out with the children and a place of safety has been identified, however they are not recorded to monitor fire safety.

Children learn to keep themselves safe as staff remind them to pick up unwanted toys from the floor, push in chairs and walking, no running around the hall. Staff take opportunities through the children's play and daily routines to explain to them how to keep safe, for example about the danger of sharp knives when cutting pitta bread and how to use scissors safely at the craft table. Should staff need all the children's attention they hold up their hands to indicate to children that they must stop and listen to what is being said and children happily co-operate.

Children are adequately protected by staff who have a sound understanding of child protection procedures. The majority of staff have attended child protection training and training is planned for other staff to attend. Staff give priority to the children's welfare and understand their role in child protection.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children willingly separate from their parents and carers with support when they arrive and settle into the routine of the day. Younger children are beginning to play well alongside their peers during activities as they are supported to develop social skills, such as, listening, sharing and turn taking. Young children are developing a sense of trust and security as they are looked after by key worker members of staff. The key worker system helps staff to get to know the individual care needs and abilities of an identified group of children. Staff offer children comfort, reassurance and support.

Younger children enjoy activities, such as, the singing of action rhymes, painting and role play. Staff generally interact well with children particularly when playing in the role play, book area, and generally ask questions that help young children to think and express their ideas in their own way. This helps to promote their language development. Children enjoy sitting with staff in the book area and show a real interest in the books being read. Although staff are becoming familiar with the Birth to three matters framework for young children, they are not using observations made to inform planning and identify children's individual learning needs, to further ensure children's development.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children are making satisfactory progress towards the early learning goals as key staff have sound knowledge of the Foundation Stage curriculum and provide a sufficient range of activities in each of the areas of learning. Planning of the curriculum is in the early stages and links to the six areas of learning, although plans do not indicate how the needs of children of various abilities are to be fully met. Staff have a reasonable understanding of the different ways children learn as activities are set up so that

children can play in small groups or work independently. They generally support children's learning through asking questions that encourage them to think and respond. Parents complete and share information about where children are at in their stage of development when they start and consequently staff have a reasonable knowledge of children's abilities. However, as yet children's assessments are not used to inform curriculum planning and move children onto the next stage in their development and older children are not always sufficiently challenged in their learning.

Children enjoy their stay in the preschool. All children settle quickly and join in activities when they arrive. Children are forming friendships with their peers and confidently approach adults when they need support or help. They are beginning to work well together and mostly co-operate when taking turns, for example in the role play shop when selling fruit. Children's independence is generally promoted as they help tidy up with little encouragement, help themselves to snacks, wash and dry their hands after toileting. Staff set out activities and play equipment for children on a day-to-day basis. Children's language is developing well. Older children confidently talk about their likes, such as fresh fruit at snack time and experiences of what they do at the weekend to staff and peers. Children are encouraged to write for different purposes as they are provided with pencils and a pad in the role play area. However, children are not sufficiently supported to attempt to write their own names or label their work. They have opportunities to recognise letters of the alphabet through posters and text that are displayed at their level.

Children are confident counters and learn simple number operations during stories and number rhymes. They can be heard confidently counting when playing with counters. Pictures labels and numbers help children identify how many children can play at each activity. Children are able to pair farm animals and sort items in to size and colour. However, staff miss opportunities to extend more able children's understanding of the value of money in the role play area and to discuss with children volume and capacity within water play.

Children are beginning to develop some knowledge of their environment as they explore the theme of harvest. They look at items and books that relate to the theme and have recently enjoyed a trip to the farm. They have some opportunities to experiment with the mixing of different coloured paints and use information and communication technology such as a computer and electronic toy. Children are helped to develop a sense of time as they see photographs of themselves celebrating birthdays. Children design their own models using construction sets. They enjoy singing songs; use a range of musical instruments and experience handling different materials that include the textures of lentils and beans when making a harvest collage. Children's imaginative skills are promoted through the positive interaction of some staff, supporting children's ideas when playing in the role play areas and dressing up.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children show a sense of belonging, developing their confidence and self-esteem, because of the caring and nurturing environment provided by staff. Staff seek written information from parents on children's personal needs. Parents complete 'All About Me' sheets sharing information, such as, comforters, toilet routines, likes and dislikes which enable staff to attend appropriately to children's needs. There are appropriate systems in place to support children

who have learning difficulties. Children are becoming aware of diversity within a wider society through planned activities and as they celebrate their own and other cultural beliefs. This positive approach fosters children's spiritual, moral, social and cultural development.

Staff manage children's behaviour effectively, increasing children's understanding of right and wrong by using simple strategies, which children understand. The consistent boundaries and expectations help the older children to negotiate with others and take responsibility for their own behaviour. Staff support the younger children by encouraging them to share and take turns. Children have adequate opportunities to make choices and take decisions in their play and learning. The layout of the provision allows children to mostly access toys and resources within comfortable play and learning areas.

The partnership with parents is satisfactory. Parents are provided with adequate information about the provision; however, they receive little information regarding the Foundation Stage. Staff ensure parents are kept informed about their child's care and progress through daily discussions. Weekly curriculum plans are displayed for parents to view, to enable them to participate in their child's learning.

## **Organisation**

The organisation is satisfactory.

Children feel comfortable and at ease in the welcoming environment. The recruitment and vetting procedures ensure children are well protected and are cared for by staff with a sound knowledge and understanding of child development. Staff show commitment and work well as a team. Staff training needs are identified and management support staff training and development.

The staff team have a sound knowledge of the National Standards, and policies and procedures are well implemented. Required documentation and children's records are clearly maintained, which ensures children are secure and well cared for. However, some policies need to be updated, for example, the complaints procedure. Staff have a high regard for the well-being of all children and ensures group sizes and effective staff deployment contribute to children's good health, safety, enjoyment and achievement and their ability to make a positive contribution.

Leadership and management is satisfactory. The sound leadership and management of the educational programme enable children to make steady progress towards the early learning goals. Management ensure staff are motivated and access training opportunities, which enables them to have a sound understanding of the Foundation Stage and the stepping stones. Management have developed plans which show a clear vision for the nursery education and focus on the personal development and achievement of all children. They set clear directions for continual improvements in the organisation of nursery education and the outcomes for children. However, curriculum planning and children's assessments are in the early stages and have not yet had sufficient impact on the teaching and learning.

The provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that require the provider or Ofsted to take any action in order to meet the National standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve the procedures within daily routines to protect children from cross infection, particularly at nappy changing times and hand washing at snack time.
- ensure written risk assessments and a fire drill log is maintained to enable staff to identify potential hazards and monitor fire safety.
- ensure staff use children's observations and assessments to inform planning and identify children's individual learning needs.
- extend the complaint policy to include a complaints record to share with parents.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure children's individual assessments are used to inform curriculum planning to ensure more able children are sufficiently challenged.
- ensure parents receive information regarding the Foundation Stage and six areas of learning.

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