

KIWIS

Inspection report for early years provision

Unique reference number 257574
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Inspector Janet Keeling

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Kiwis opened in 2001. It operates from Kingshurst Primary School in Kingshurst, Solihull. The group have access to the school's large and small halls, kitchen and toilet facilities. The premises are all on one level with easy access. There is access to a secure outdoor area and to the school playground and playing fields. The setting serves children and families from the local area and surrounding areas. A maximum of 24 children in the early years age group may attend the setting at any one time, although the setting and children up to the age of 11 also attend. Currently there are 45 children on roll, of whom 10 are within the early years age group. Children attend for a variety of sessions. The setting opens each weekday during school term time. Sessions are from 7.45am to 8.45am and from 3.30pm to 6pm.

The setting supports children with special educational needs and/or disabilities, and children for whom English is an additional language. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are four members of staff who work directly with the children, all of whom hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy, relaxed, extremely well behaved and clearly enjoy their time at the setting. The highly motivated staff offer a fully inclusive, warm and welcoming service; they work well as a team and children make good progress. Successful partnerships have been established with parents and the host school, ensuring that each child's care and well-being is tailored to their individual needs. Documentation for the safe and efficient management of the setting is in place and largely up to date. The experienced, motivated and enthusiastic manager is dedicated to improving outcomes for all children, consequently, the setting is well placed to improve in the future.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure the procedure to be followed in the event of an allegation being made against a member of staff is in line with those of the Local Safeguarding Children Board.

The effectiveness of leadership and management of the early years provision

Good priority is given to safeguarding children. All staff have successfully completed safeguarding training, have a clear understanding of child protection procedures and know who to contact should they be concerned about a child in their care. However, whilst the setting has a safeguarding policy in place, the procedures to be followed in the event of an allegation being made against a member of staff have not been reviewed. Effective recruitment and vetting procedures ensure that children are cared for by suitable adults. The manager and staff have a good understanding of health and safety issues and complete regular risk assessments which cover the learning environments. Written fire procedures are in place and children regularly undertake emergency evacuation drills. Staff routinely verify the identity of all visitors to the setting and have a visitors' book in place. Deployment of resources is good. For example, staff are successfully deployed to support the children's care and well-being and make good use of space, despite using shared facilities where they have to set up and clear away at the beginning and end of each session.

Staff provide positive role models, work well as a team and strive to improve their practice. Through self-evaluation they monitor the quality and standards of the setting. All staff are encouraged to attend further training to ensure their knowledge and skills are regularly updated and consequently, children's care and well-being are further supported. Staff are enthusiastic, warmly interact with children during play and respond effectively to their individual needs and as a result, children feel safe and secure. The setting actively promotes equality and diversity to an outstanding level and effectively helps children to learn about and understand the society in which they live. A positive equality and diversity policy outlines a commitment to promoting inclusive practice and this is evidenced through the sensitive inclusion of all children, regardless of their backgrounds. Staff value children's opinions; for example, each Friday children have the opportunity to feedback their views and ideas about activities and also have a wish list of the equipment and resources they would like. Children complete regular questionnaires throughout the year, as staff seek their views about how they feel the setting meets their needs and interests.

Staff are committed to working in partnership with parents and keep them fully informed about their child's achievements and well-being. The daily exchange of information ensures that children's individual needs are consistently met. A notice board provides parents with information regarding the management of the setting. Parents very much appreciate the care that is provided for their children and describe the 'approachable, caring and friendly staff team'. Staff successfully work in partnership with the host school to ensure children's needs are supported sensitively. The setting also benefits from the use of the school's facilities, including the use of the outdoor play areas and resources.

The quality and standards of the early years provision and outcomes for children

Children benefit from a welcoming environment and from the staff's knowledge of how to develop learning through play. All children are valued and treated with equal concern. Any specific requirements are met sensitively through discussion with parents and other professionals. Staff are caring and friendly. They interact with and support children well and children very much enjoy attending the setting. Children are familiar with the setting's routines and look forward to meeting up with their friends, playing together and sharing the day's news. Children have plenty of opportunities to play independently, alongside each other and in groups. On admission to the setting all required documentation is completed which records children's individual needs, interests and any special requirements. As a result, children are cared for according to their parent's wishes. Staff know the children very well, they observe and assess them as they play and can competently say what children's individual needs are and how they will be met within the setting.

Children choose from an exciting range of activities and games. They know what other equipment is available and ask staff for help and support in setting up activities. Children playing at the creative table display huge enjoyment as they mould shapes with the play foam. They talk coherently about the shapes they make and cooperate extremely well together. Board games are popular and allow children to interact very positively and learn to take turns and have fun whilst competing. Children's personal, social and emotional development is inspiring. Children are confident, enthusiastic, caring and show enormous consideration for each other. They talk confidently in the setting and are able to express their thoughts and feelings. For example, at snack-time children talk about their day in school and reflect upon personal events in their own lives. One child during the inspection spoke passionately about leaving the setting to start at a new school, whilst another child recalled how their parent had found a snake in the bathroom. Older children are very aware of the younger children's needs. They are very caring and offer support when required. For example, whilst playing in the role-play area, older children support the younger children to put on their costumes.

Children have many good opportunities to develop their physical skills through daily access to the outdoor areas and team games in the hall. Children excitedly engage in group activities with staff and each other, such as the parachute game, where they listen carefully to instructions, participate with great enthusiasm and, most of all, have endless fun. Children engage in cooking activities, where they enjoy making fresh bread, pizzas and icing cakes. During the inspection, the children proudly showed the inspector their beautifully decorated jewellery boxes which they had completed earlier that week, together with photographic evidence of a wide range of activities. The setting also welcomes visitors such as the Community Police Officers, who talk with the children about stranger-danger and reinforce children's understanding of how to keep themselves safe.

Children are happy, settled and fully engage in a wide range of activities which support their individual needs and interests, and as a result, their behaviour is outstanding. Their self-esteem is fully supported as staff give regular praise and

encouragement and recognise children's contributions and achievements. Children's work is attractively displayed, which helps to support children's sense of belonging within the setting. Children are fully aware the club rules because they help formulate them. They understand how to stay safe as staff use everyday opportunities to reinforce their knowledge. Staff remind children to walk indoors, inform a member of staff if they wish to go to the toilet and to remove their shoes and socks before engaging in activities in the gym as the floor is very slippery. Children demonstrate a growing awareness of their own health and hygiene needs, They are fully aware of the importance of washing their hands before snacks and why they need to take a drink of water after being involved in physical activities. They enjoy healthy snacks, such as wraps, crackers, cheese, mixed salad, apples, grapes and bananas. Children also freely access drinking water throughout the session, ensuring they remain hydrated.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met