

Kiwi's Playgroup and Pre-School

Inspection report for early years provision

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Inspection date	12/10/2010
Inspector	Jane Chappell
Setting address	6 Copse Road, REDHILL, RH1 6NW
Telephone number	07825631222
Email	
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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Kiwi's Playgroup and Pre-School is one of a group of two childcare facilities run by Kiwi's Limited. It opened in 2006 and operates from the Old Reigate Baptist Church and has sole use of two large rooms. The premises are owned by the pre-school.

The pre-school is registered on the Early Years Register to provide care for 40 children at any one time and there are currently 45 children on roll. The pre-school is open each weekday from 9am to 2.30pm and children attend for a variety of hours during term time only.

The pre-school employs 15 staff who work with the children. Of these, 12 have relevant childcare qualifications. The pre-school receives support from the local authority through an early years advisor.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting is accessible, inclusive and welcoming. There is a good range of resources in the setting and space is well utilised to provide different types of learning and play opportunities for all children. However, management have not fully implemented robust requirement procedures for notifying Ofsted of a change of manager, as required. Children make steady progress in most areas with some observation and assessments carried out to inform planning. Suitable relationships have been established with parents and other professionals to support the learning needs of individual children. There are relevant plans for the future, which demonstrates a commitment and vision for continuous improvement, resulting in a service that is responsive to the needs of all its users.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- implement procedures for notifying Ofsted of all changes of manager (Suitable People) 16/12/2010

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

- develop the use of ongoing observational assessments of children's achievements and next steps and use these to plan for individual children's learning experiences
- update the record of risk assessment to include any assessments of risks for each type of outing or trip

- extend older/more able children's opportunities for labelling their work and for writing for different purposes, for example, in the role play area.

The effectiveness of leadership and management of the early years provision

Staff have an understanding of the safeguarding policy and procedure and know what to do if they have a concern about a child in their care. However, procedures for notifying Ofsted of a new manager, so that necessary checks can be completed, are not sufficiently robust to fully promote and safeguard children's welfare. This is a breach of the specific legal requirements. Regular risk assessments enable staff to identify and minimise hazards, although the written records do not include assessments of risks for outings.

The manager and staff use suitable systems for monitoring and evaluating the service, which are effective in identifying weaknesses that arise in most areas. Staff reflect on their practice and use information from evaluations and self-assessment as well as feedback from parents, to identify and implement improvements, for instance, the setting is in the process of adapting their planning to better reflect each child's individuality. Medication procedures in place ensure children are well cared for when unwell and the setting has a suitable number of qualified first aiders on site. Children's good health is well supported through the provision of healthy and well balanced snacks and meals.

The setting works effectively with other agencies to support the needs of children with special educational needs and/or disabilities. They are putting systems into place to work in partnership with any other early years settings children attend in order to provide consistent and complementary care. Staff work closely with parents and forge effective partnerships with them. They welcome parents into the pre-school to help settle their children when they first attend, and fully respect their wishes for their children's care. There are suitable systems for sharing information with parents about their children's learning. Parents spoken to all stated how happy they are with the setting, and how friendly all the staff are and that they receive lots of information through the informative newsletter.

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

Children are happy and develop a sense of belonging at the setting. They show an awareness of safety issues, for example, they respond positively as staff remind them not to sit on the play bakery as they may fall and hurt themselves. Children are developing an awareness of good hygiene practices as they wash their hands before helping themselves to snack and before and after a cooking activity. They engage in a wide range of physical activities both inside and out, as part of a healthy lifestyle. They make choices as they decide when to have their snack and if they would like their turn at the activity now or later in the session. They practise existing skills and learn new ones as they run freely, spread the butter on their

bread, use the scissors to cut out their picture, or as they use their imaginations as they extend the train track and play shop at the bakery.

Children develop positive relationships with staff and each other and enter the setting happily at the beginning of the day. Younger children cuddle up with staff for a story and older children listen attentively to their friend's news at circle time. They benefit from a varied routine and take part in a range of activities and experiences throughout the day. Staff plan a range of interesting activities and children are keen to take part and enjoy what they do. Staff carry out observations of children's achievements, however, these are not used consistently to inform planning to fully support children's next steps for their individual learning.

Children develop skills in using everyday information and communication technology as they complete simple programmes on the computer. They express their imaginations as they dress up, paint, draw and colour, and freely access materials to make and create pictures and models. However, the older more able children are not consistently encouraged to write their own name on their work and to use writing for different purposes, such as to aid their plans for extending their train track, or to make a shopping list for the bakery. Children explore the world around them as they investigate with different colour crayons and smile with delight as they see the picture they have created on the paper or as they measure theirs and their friend's feet as they discover whose feet are bigger.

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?	3
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	3
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	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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