

Kiddy Winks Pre-School

Inspection report for early years provision

Unique reference number

254656

Inspection date

13/01/2011

Inspector

Tina Garner

Setting address

Sneinton Dale Community Centre, 312 Sneinton Dale,
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Telephone number

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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).

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

Kiddy Winks Pre-School is a committee-run provision. It opened in 1992 and operates from a large playroom within a community centre. Children also have access to a hall within the centre and an adjoining secure enclosed outdoor play area which is part hard surface and part safety surface. It is situated in the residential area of Sneinton, which is close to Nottingham city centre. The setting is taking part in the Government pilot scheme offering free nursery places for two-year-olds.

The setting is open each week day from 9.05am until 11.35am and from 12.20pm until 2.50pm, during school term times. A lunch club operates each day between sessions. Staff take and collect children from The Nottingham Academy school to provide a wrap-around care service for families. A maximum of 26 children may attend the setting at any one time. There are currently 41 children on roll. Children attending come from the local and surrounding areas. The setting currently supports a number of children who speak English as an additional language.

The nursery employs seven members of staff. Of these, six, including the manager, hold Level 3 early years qualifications. The setting are members of the Pre-School Learning Alliance. They receive support from a teacher/mentor and a childcare development worker from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children settle well in the setting and receive suitable levels of care because the staff work closely with individual children and their families. All children make satisfactory progress in their learning and development because they enjoy a wide range of play opportunities. However, systems to monitor children's development and plan fully for their individual next steps are ineffective. The provider/manager does make plans for improvement in the provision for children and is aware of some of the settings weaknesses. However, a comprehensive system of self-reflection has yet to be developed in order to support the nursery in ensuring continuous improvement. All policies and procedures required for the safe management of the provision are in place.

What steps need to be taken to improve provision further?

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

- ensure appropriate sensitive observational assessments are undertaken in order to plan to meet young children's individual needs (Organisation)

07/02/2011

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

- develop the use of observations from parents and others involved with the children to help identify learning priorities and plan relevant and motivating learning experiences for each individual child
- develop systems for self-evaluation to further identify strengths and weaknesses and implement plans which bring about further improvement to the provision and outcomes for children.

The effectiveness of leadership and management of the early years provision

Staff have an effective knowledge of the Local Safeguarding Children Board procedures which ensures they are able to take appropriate action in the event of any concerns. They are flexible and deploy themselves effectively to ensure that children are well supervised and supported throughout each session. They attend regular short courses to keep abreast of good childcare practices. Toys and resources are of good quality, they are well-used to support children's learning and development. This along with the appropriate organisation of the environment supports children to become independent learners and develop their confidence and self-esteem. Appropriate recruitment procedures are in place and staff working with the children are suitably vetted. Regular risk assessments and good security procedures being followed ensure a safe environment is maintained.

Children benefit from an enthusiastic staff team, who use their experience and training to provide a range of play activities. Mainly appropriate channels of communication between staff and parents ensure key information is exchanged and that parents are kept well-informed about their children's achievements and care needs. However, opportunities have not been established for parents to share what they know about their own child's development. This limits the settings ability to ensure children's developmental needs are fully understood and met. Staff work appropriately with other professionals to support individual children and enhance their own practice.

All required records, policies and procedures are in place and implemented, to ensure children are safeguarded and that their welfare is promoted fully. Children's individuality is respected and promoted as they are valued and treated equally. The setting gives some consideration to develop it's practice. However, a full system of self-evaluation which includes the views of everyone involved with the setting is not fully established to ensure continuous improvement for the future.

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

Children play together harmoniously as they explore their environment. A balanced programme of activities is provided by staff and children are establishing a sound basis to develop future skills. For example, they begin to use number names in simple action songs, count cars as they play imaginatively and show growing practical awareness of shapes and sizes they build towers of bricks and construction toys. Children are showing interest in letters that form their name and enjoy both looking at books independently and being read to by staff. A wide range of resources are freely accessible, promoting children's choice and independence as they self-select. Children are confident and relaxed in the presence of all staff. This is evident as they involve staff in their creative and imaginative play, for example, when involved in role play activities, they take imaginary photographs and ask staff to pose for pictures. Children of all ages experiment with different materials and media. They explore their own ideas as they create their own pictures and designs.

Staff observe and assess children during their play and routines. They maintain some written and photographic records of what individual children are doing. From this, they begin to identify children's interests. However, they fail to plot children's individual learning and evidence of what children are actually learning is not always clear. This prevents staff from fully understanding each child's development and compromises planning individual children's next steps.

Staff implement a range of positive methods to help children understand what is appropriate behaviour. They use clear explanations, which are consistent and offer encouragement and praise. Consequently, children know what is expected of them and behave well. They take turns when playing with their toys or using the tape recorder and they are beginning to understand how their behaviour affects others by being kind and helpful. Children stay healthy as they enjoy healthy and nutritious snacks and because they benefit from regular opportunities for physical activity. Outdoor play is offered daily and children enjoy using the equipment to balance and climb. This helps children develop their physical strength and skills. Staff encourage children to understand the importance of personal hygiene, for example, washing their hands after using the toilet and before eating their lunch. Warm and caring relationships with the staff help children to feel safe and secure in their surroundings. They learn about possible dangers and how to keep themselves safe through routines, such as, fire evacuation procedures.

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	3

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	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
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	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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