

Kiddiewinks Pre-School

Inspection report for early years provision

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Setting address	Salisbury Road Baptist Church, Rosebery Avenue, St. Judes, Plymouth, Devon, PL4 8SX
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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*.

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Description of the setting

Kiddiewinks pre-school is a committee run group. It opened in 1968 and operates from two rooms in the Baptist church in St Judes in Plymouth. A secure area is used for outdoor play activities. The setting is open each weekday from 9.15am until 1.00pm during term time only. A maximum of 26 children aged from two until the end of the early years age group may attend the setting at any one time.

There are currently 34 children attending who are within the Early Years Foundation Stage. The setting is in receipt of early education funding for three and four year old children. Most children live locally and some also attend other early years settings. The pre-school is registered by Ofsted on the Early Years Register.

There are five members of staff, all of whom hold appropriate early years qualifications to National Vocational Qualification at level 2 or 3. They are members of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in this community based group. Staff demonstrate a good awareness of individual needs and plan activities that interest children and promote their learning and development well. Well established partnerships with parents and others are used to support children in the setting. Detailed self-evaluation is used to assess strengths and identify areas for development such as the ongoing development of the garden area and further strengthening parental involvement in children's learning. They demonstrate a good capacity to improve.

What steps need to be taken to improve provision further?

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

- further develop the outdoor area to provide children with more opportunities to freely explore and use their senses across all areas of learning
- further develop systems to incorporate parents comments into children's individual records to ensure they contribute to and are fully involved with their child's learning on a regular basis.

The effectiveness of leadership and management of the early years provision

Health and safety are given high priority and clear systems are in place regarding safeguarding. Staff demonstrate a sound understanding of procedures to follow and action to take if concerned about children in their care. The manager has recently updated her training in order to keep her knowledge and skills up-to-date. Policies and procedures are regularly updated and used to support practice. Well established systems are in place regarding suitability. All adults undergo suitability checks and unchecked adults are well supervised until clearance is confirmed. Staff offer high levels of supervision at all times and especially when children move between play rooms or use the outdoor area. Comprehensive risk assessments are used to assess the suitability of the premises and for routine outings.

The setting is well organised. Well established daily routines provide children with confidence and security. They enjoy the responsibilities that come with being the special helper for the day, and staff ensure all children take turns in this role. Sessions are well planned with designated time for physical play and access to the outdoors as well as structured play in the designated play room. Staff deployment is well planned with all members of staff clearly aware of their roles and responsibilities. As a result sessions run smoothly. Children have easy access to a wide range of resources each day and these are rotated to meet children's changing needs and interests. Children enjoy the opportunity to play outdoors in the small enclosed area. They are delighted as they successfully blow bubbles and watch them float away. Staff have recently obtained a grant and are planning to develop this area further.

The setting has established positive relationships with parents. They are able to join the management committee if they wish and get involved in this way. They are kept well informed of daily events and routine activities through newsletters and discussions with staff. Well displayed notices and samples of children's work help to make the environment warm and welcoming to both children and parents. End of term reports are sent home to parents helping to keep them informed of children's progress and suggested next steps. Staff are keen to involve parents more in this process and hope to encourage them to regularly contribute information from home. Positive links with local primary schools help children in the transition process. Staff have a good awareness of individual needs and work closely with other professionals involved with children ensuring continuity of care.

Staff meet together each week to reflect on sessions and plan the curriculum in order to meet children's differing needs. They complete curriculum monitoring sheets to ensure they cover all areas of learning and the differing strands within each area. Regular self-evaluation is used to assess strengths and identify areas for development. They are committed to ongoing development and have fully addressed all the recommendations set at their last inspection.

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

Children enjoy their time at the pre-school. They arrive confidently and settle quickly to activities. They have established strong friendships with others and enjoy playing with their friends. For instance several children join in small groups to play doctors deciding who will be the doctor, while others sit together at the computer table. They relate well to staff and confidently ask for help when needed. For instance children ask staff to load a new computer programme for them.

Sessions are well organised with children having lots of opportunities for physical play and exercise each day. They thoroughly enjoy riding around the hall on bikes and demonstrate confidence and control as they negotiate obstacles in their way. Staff make sessions interesting and children are excited as they look for hidden items in the hall. They extend this to playing hide and seek with their friends. Children develop pre writing skills as they use pencils and crayons to draw and make marks. They enjoy listening to stories in small and large groups and regular trips to the local library help to develop their interest in books and reading. Children are confident speakers and many give detailed answers when asked different questions. Good links with outside agencies ensures that staff offer correct support to children with language difficulties.

Children develop a good understanding of healthy lifestyles. They are provided with a healthy mid morning snack each day and they pour themselves drinks when needed. Staff sit with children at lunchtime encouraging them to eat well from the items in their lunch box. They enjoy listening to stories that reinforce their understanding of good hygiene practices. Staff ensure parents are informed of accidents or illness at the setting. Children demonstrate a good awareness of safety. They readily line up when waiting to go into the hall and they hold onto the hand rail when using the stairs.

Staff complete detailed and informative learning journeys on each child which helps them to track progress and set relevant next steps for learning. They provide a broad range of activities each session with a good balance between structured activities and free play. Children behave very well. They respond well to the visual aids staff use to remind them of the rules of the setting, such as sitting nicely and listening. Children respond well when asked to help tidy away and they take responsibility for their personal hygiene. For instance children readily help themselves to tissues and dispose of their rubbish at lunchtime. Children are learning to play both independently and with their friends. They happily wait for their turn when playing group games in the hall and they join in to congratulate their friends for being the special helpers. They enjoy their time at pre-school and have a positive attitude to learning. This equips them well for the future.

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	2
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	2
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	2
The extent to which children develop skills for the future	2

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