

Kiddiwinks Pre-School

Inspection report for early years provision

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Inspector	Fiona Robinson

Setting address	Paxcroft Primary School, Ashton Street, TROWBRIDGE, Wiltshire, BA14 7EB
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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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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

Kiddiwinks Pre-School was first registered in 2006 and operates from a mobile classroom, within the grounds of Paxcroft Primary School, in Trowbridge, Wiltshire. There is ramped disability access to the building. All children share access to a fully enclosed outdoor play area. The pre-school provides support for children with special educational needs and/or disabilities, and those who speak English as an additional language. It is registered with Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The pre-school may care for no more than 24 children from two years to under eight years of age, of whom, not more than 24 may be in the early years age group, and of these, none may be under two years at any one time. There are currently 36 children on roll, of whom, 24 receive funding. The pre-school is open from Monday to Friday from 9am to 12 noon for three year-olds to the end of the early years age range. On Tuesday and Thursday it is open from 1.30pm to 3pm for the two to under three year-olds. There is a lunch club which runs on Tuesday, Wednesday and Thursday from 12 noon until 1.15pm. Children attend for a variety of the sessions on offer.

There are four staff, two of whom hold National Vocational Qualifications at level 3; and one has level 2 and is working towards level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children respond well to the care and support they are given and achieve well. Activities are interesting and well-organised and children feel valued and fully included in these. There are good links with parents and carers and the host school, with information being shared effectively. The manager and staff have a clear knowledge of the pre-school's strengths and areas for improvement, such as developing the children's independent learning skills. There is a good record of continually improving the childcare practice.

What steps need to be taken to improve provision further?

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

- provide further opportunities to develop the children's speaking and listening skills
- extend children's independent learning skills and problem solving skills in the outdoor area.

The effectiveness of leadership and management of the early years provision

Safeguarding is good because staff have a comprehensive knowledge of safeguarding and child protection issues. They fully implement policies and procedures to ensure children's safety. There are robust recruitment and vetting procedures in place to ensure that adults having contact with the children are suitable. Collection procedures are rigorous and followed carefully by staff and parents. Security within the pre-school is good, because children are carefully supervised in their indoor and outdoor areas. Risk assessments are thorough and carried out regularly to minimise danger. Fire drills are practised regularly so that children become familiar with the routine.

Partnerships with parents and carers are good. They receive regular information through discussions, newsletters and the parent's and carers' notice board. They say their children enjoy their time at the pre-school because it is a fun place to come to play and learn. Key staff keep parents and carers well-informed about their children's achievement and progress at consultation meetings. They share the children's learning journals with them and keep them well-informed of special events and fundraising activities. Staff also hold information sessions to keep parents well-informed of the curriculum and how they can be involved in their children's learning. Partnerships with the host school are good and the pre-school benefits from the use of the outdoor environment. There are good links with staff to ensure children have a smooth transition to full-time education. There are good partnerships with outside agencies to support children with special educational needs and/or disabilities, and those who speak English as an additional language which enables these children to have full access to all that the centre offers. Information is also shared effectively with other settings attended by the children.

The pre-school is well-led and managed and staff meet regularly to discuss planning and areas for improvement. There are good self-evaluation systems in place and parents' and carers' and children's views are valued. Currently, staff are developing parental involvement in their children's learning and exploring ways in which to promote children's independence. The layout and organisation of the outdoor area has been developed well; however planning shows that opportunities for children to explore and investigate their wider outdoor area are not fully developed. Staff recognise the need to develop the children's speaking and listening skills in activities, because data shows these skills develop slower than others. Good progress has been made in addressing the recommendations from the previous inspection. In particular, staff provide valuable opportunities for children to develop their creative and physical play. Staff make imaginative and effective use of a good range of resources to meet the needs of the children. They actively promote equality and diversity and work very hard to ensure all children are fully integrated into activities, such as role play in their Chinese restaurant. They also enjoy performing their dragon dance as part of their Chinese New Year celebrations. Activities are regularly monitored and realistic targets are set for the children. Staff work well together and attend training opportunities to enhance their qualifications and expertise.

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

Children achieve well in most areas of learning because activities are well-planned and organised. Staff value their interests and ideas and include these in topics such as 'All About Me', 'Spring' and 'Mini beasts'. Key staff evaluate the achievement of the children in their learning journals and are developing ways of improving their speaking and listening skills through role play and talking about what they are doing.

Children behave extremely well and are kind, thoughtful and considerate of one another. They share their resources sensibly and help with the tidying up routine. Staff have a consistent approach to managing the children's behaviour and have an excellent relationship with them. Children learn to take turns and become confident in their choice of activity. Festivals such as Diwali, Christmas and American Independence Day enrich their experiences and give them an excellent appreciation of other lifestyles, customs, dress and food. Children with special educational needs and/or disabilities, and those who speak English as an additional language, are fully included in activities.

Children are encouraged to make healthy decisions at snack time and learn about the importance of exercise. They develop a good understanding of keeping healthy and safe. They learn to use equipment safely as they prepare their own fruit salads and banana and strawberry smoothies. They develop their physical skills well as they ride their bicycles and pedalled vehicles in the outdoor area. Nature walks around the grounds of the host school keep the children active, although there are insufficient opportunities for them to independently solve problems outside. As a result the development of these skills in the wider outdoor environment is limited. Children learn how to cross the road safely and benefit from talks on safety from the fire and police services.

Children are keen to participate in a good range of interesting activities. Their creative skills are developed well as they make a dragon's head and paint a large picture of a rabbit for the Chinese New Year. They listen attentively to stories about being kind to others and practise their speaking and listening skills as they role play in the vet's surgery. Most can count up to fifteen and beyond and can identify simple shapes indoors and outdoors. They enjoy practising their counting skills through singing songs such as 'Five Currant Buns'. Some children are confident in performing puppet shows for other children to watch. They enjoy decorating cakes as part of their fundraising activities for Comic Relief. Children are skilful at completing simple programmes on the computer and use the digital camera to record their work. They enjoy searching for mini beasts in their outdoor area and learn how tadpoles turn into frogs. Overall, children are prepared well for their future learning experiences.

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	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	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