

## Inspection report for early years provision

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<b>Inspection date</b>	27/03/2012
<b>Inspector</b>	Mary Daniel
<b>Type of setting</b>	Childcare - Domestic

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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.

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## Description of the setting

Kiddiwinks Pre-School registered at these premises in 2011 and then changed to a new ownership at the beginning of March 2012. It is a privately owned pre-school and operates from a scout hall situated in New Milton, Hampshire. Children have use of a main hall and associated facilities. There is an enclosed outdoor play area at the back of the premises.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Staff may care for a maximum of 30 children aged from two to under eight years, of whom no more than 30 may be in the early years age group at any one time. There are currently 60 children on roll, of whom all are in the early years age group. The pre-school is open on Monday, Wednesday and Friday from 9am to 1pm and on Tuesday and Thursday from 9am to 4pm, term time only. The owner employs seven staff who all have relevant qualifications in childcare and early years education.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settle easily in a safe environment in which staff meet their needs. Overall, their development is supported appropriately through their play, although staff do not use planning and assessment systems consistently well. Staff liaise with parents appropriately, but systems for sharing information on children's learning with them and other settings children attend are not effective. Operational procedures are adequately implemented overall, but are not all yet sufficiently robust to support staff in all aspects of their roles. However, areas for improvement are identified and ongoing systems of evaluation are being established. Overall, management and staff show a satisfactory capacity and commitment to maintain continuous improvement.

## What steps need to be taken to improve provision further?

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

- develop the systems of planning and assessment to consistently monitor children's progress in all areas of learning and use the information to help plan how to support their next steps in development
- develop effective systems of sharing information with parents of their child's achievements to enable them to consistently contribute to their learning, for example by sharing children's developmental starting points
- improve the overall operational procedures to clearly identify staff responsibilities and deployment so that children's individual needs are fully supported at all times

- make more use of the information shared on children's achievements with other settings they attend to provide a consistent learning approach for each child.

## **The effectiveness of leadership and management of the early years provision**

Staff demonstrate a sound awareness of safeguarding issues. They conduct regular risk assessments on the premises and for outings, which help to minimize accidents and promote children's safety. A new owner has very recently taken over the pre-school and prior to this, several operational changes had been made over the last year. This has impacted to some extent on the organisational effectiveness of the pre-school. However, staff are making initial evaluations of practice, which are helping management to start addressing identified priorities for improvement. For instance, an Easter surprise morning is planned to provide an opportunity for parents to see their children's play activities. In addition, there is a review of induction and appraisal systems to support staff in their continuous professional development. However, at times staff responsibilities and consequent deployment are not clearly defined, which impacts on the organisation of parts of the session. As a result, at times children's needs are not consistently well supported.

Children play happily in a bright, inviting environment. Staff organise space well overall to enable children to move around easily and access floor and tabletop play activities. However, at times noise levels rise, though this is due in part to the natural acoustics of the playroom. Children play with a suitable range of well-maintained toys and resources, which support most aspects of their development. Children have free flow play to the garden area and enjoy the freedom of playing regularly out in the fresh air.

Staff recognise children's individual needs and they plan activities that generally take this into account. Children are learning to respect a variety of cultures through a basic range of activities. Children experiment using chopsticks as they eat noodles to celebrate Chinese New Year or plant bulbs for a Mother's Day present. However, images reflecting diversity within the play areas are rather limited overall. Staff initiate contact with other settings children attend and they are beginning to share information on children's development. However, this information is not yet consistently used to promote continuity in all aspects of their learning. Staff seek parents' views using questionnaires and staff evaluate the responses to identify areas to address. For example, they are now providing more information on the Early Years Foundation Stage framework. Parents receive information about the daily activities that staff offer to their children. However, systems to enable them to contribute to their child's learning, such as in sharing children's developmental starting points, are more limited.

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

Children play happily with their friends and are eager to participate in the range of activities provided. For example, they chat together about the 'strawberry, vanilla and banana soup with pancakes' that they make from glittery dough. Children begin to recognise different shapes as they use the square, rectangle and circle shaped cutters with the dough. They start to use numbers of personal significance confidently, for instance as they proudly say 'I'm four'. They enjoy joining in with counting games, songs and activities, which help them learn about some simple number concepts. However, they do not frequently see numerals, for example in helping them to recognise how many children can play in the house outside. Children look at simple design plans and work well together using the easy to hold construction pieces to make their toy swords and models. They take turns to test out which toy cars and trucks roll faster down a piece of open drainpipe. These activities support children reasonably well in developing their future skills of cooperation and negotiation.

Children have fun in using their imagination to act out experiences they have seen. For example, they iron dolls' clothes and dress and undress their babies. Children play in the role play post office using their toy cash registers to buy stamps. These activities enable children to explore their ideas and develop further understanding of their world. Age-appropriate activities are planned that children enjoy overall and staff observe their achievements in play. However, observations are not sufficiently used to link activities to children's developmental starting points or their individual interests and next steps of learning. This impacts on the effectiveness of how play activities consistently support children's progress in all areas of learning.

Children follow suitable hygiene routines as they learn to wash their hands before eating or after going to the toilet. They start to make healthy choices as they readily participate in a cafe style snack time. They are able to access drinks of water throughout the session. Children like to play a card game, which helps them recognise foods that are healthy or not so healthy. Children enjoy their morning exercise session. They enthusiastically chase and kick different sized footballs into a pop-up goal. As a result, children begin to develop a suitable awareness of keeping fit and healthy. Children say 'be careful as it might be hot' as they cook their meals in the home corner. However, they sometimes leave toys lying around the floor of this area, which then becomes a safety issue. Children are encouraged to use equipment safely. For instance, they learn to hold scissors safely and to sit on their bottoms to go down the slide. They practise fire drills regularly and generally act sensibly in their play. Children receive praise for their efforts and are encouraged to be kind to their friends. They share their toys easily and overall behave well.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	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	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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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