

Kleverkids Preschool

St. Catherine's Close, COVENTRY, CV3 1EH

Inspection date

Previous inspection date

08/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children form secure attachments in a short space of time, This means they feel safe, settled and are keen to learn.
- The setting has a good understanding of how to minimise risks so children can explore and investigate the indoor environment in safety.
- Staff have created a welcoming and well-resourced indoor environment. Children have easy access to a good range of resources and freely initiate their own play.
- Staff help children learn to be independent and give them regular opportunities to develop skills to manage their own personal needs.

It is not yet good because

- Planning is not consistently rigorous to ensure activities are fully matched to children's individual needs to provide appropriate challenge at all times.
- The outdoor area is not used effectively to provide opportunities for children to explore the natural environment.
- Information for parents on the daily routine of the setting, or how to support learning in the home is not easily accessible.
- The process of self-evaluation does include contributions of parents and other professionals, so their views cannot be considered when identifying key areas for improvement.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the hall which included free-play, small group time, an adult-led activity and children's snack and lunch time.
- The inspector spoke with the pre-school manager, other staff and a student.
- The inspector looked at children's details and assessment records, planning documentation and a selection of policies and daily records.
- The inspector took account of the views of five parents spoken to on the day.

Inspector

Karen Millerchip

Full Report

Information about the setting

Kleverkids Pre-School registered in 2012 on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It operates from a privately owned building in Stoke Aldermoor, Coventry. The pre-school serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The pre-school opens Monday to Friday all year round, with the exception of the Christmas holidays. Sessions are from 8am to 5pm. Children are able to attend for a variety of sessions. The pre-school serves the local and wider area. A maximum of 40 children aged two to five years may attend the pre-school at any one time. There are 25 children on roll, all of whom are in the early years age range. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

The pre-school employs four members of childcare staff all of whom hold appropriate early years qualifications. The pre-school receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that planned activities consistently provide sufficient differentiation to meet the learning needs of less able children
- expand on the two-way information sharing with parents so they know about the daily routines of the setting and can support learning in the home.

To further improve the quality of the early years provision the provider should:

- improve the use of the outdoor area to provide more opportunities for children to investigate and explore the natural world
- extend the process of self-evaluation to include the contribution of parents and other professionals, so their views can be considered when identifying key areas for improvement.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a sound understanding of the seven areas of learning and in completing assessment records to share with parents and other professionals. This ensures that children make at least satisfactory progress in their learning in relation to their starting points. Some children who enter the setting with lower starting points are seen to make rapid progress in their first months. This is with specific regard to communication and language and personal, social and emotional development.

Children enter eagerly into the setting which is set out with an inviting range of resources for them to freely access and make choices. Children settle well and confidently initiate their own play with staff providing engagement and support as appropriate. Staff offer children a suitable balance of free choice and some adult-led activities, which encourages them to initiate their own ideas and to become active learners. They encourage their social skills in preparation for later transitions to nursery and school and to help children play well with friends and share toys. Staff are skilled at interpreting the needs of younger children and support older children to develop confidence in carrying out simple tasks and self-help skills independently.

Key groups are arranged by age and children benefit from small group times with their key person on a daily basis. These sessions provide individual time for children to develop their communication skills and develop confidence when talking in a small group. It also provides valuable time for new children to become familiar with their peer group and for children with English as an additional language to practise new words and phrases in the security of a small group. However, the level of challenge provided within these sessions is not always reflective of children's stage of development which means that some less able children quickly lose interest in the activity and restricts their learning.

Children freely access the reading area where they can sit on chairs and cushions as they look at books or listen to stories. Opportunities to develop children's learning through questions and prompts are utilised, such as supporting their developing language skills by encouraging children to repeat simple words and phrases. Children are developing their understanding of shapes and sizes as they consider what puzzle piece goes where, fit together construction parts or move their cars and trains around the tracks. Staff introduce numbers and colours into the daily routine encouraging children to count how many children are at the snack table or identify what colour plate they want. Children are learning to develop their imagination and creativity as they cut and stick collage onto templates of snowmen, polar bears and penguins. Free access to paints and a variety of pencils, crayons and chinks support children in spontaneous mark making. Young children show developing pencil control while older children produce recognisable shapes.

Children have opportunities to learn about technology as they learn how to use the mouse on the computer, activate electronic activity games and use mobile phones, calculators and tills in the role play area. Physical exercise is promoted in the setting, as children eagerly join in with action rhymes, such as sleeping bunnies and enthusiastically suggest alternative animals to imitate, such as roaring lions. When weather conditions are poor and the outdoor surface is slippery, staff make adjustments, by organising equipment like climbing frames and slides inside. This enables children to develop their physical skills such as climbing, crawling, and sliding on a daily basis. However, children do not have sufficient opportunities to explore and investigate the natural environment which restricts their learning in this area. They learn to handle small items as they use glue spreaders, place the train and carriage on the train track and move beads around wire circuits.

Staff know the children well as they gather useful information from parents at the start of the placement and make their own observations of children at play. They record spontaneous achievements or use a planned activity to observe children and record their learning. They monitor their progress by using the 'Development Matters in the Early

Years Foundation Stage' guidance to correctly assess children's stage of development. Staff are developing ways to incorporate this into planning for individual children's needs.

Each child has a learning journal that clearly shows the interesting activities they experience and a progress document that concentrates on their progress towards the early learning goals. These are available for parents to look at upon request and a parents' session is planned for more in-depth discussions.

The contribution of the early years provision to the well-being of children

Children are welcomed into the setting by friendly staff and secure bonds are evident. Even children who are very new to the setting greet their key person with a smile and a cuddle. They confidently select their name card to put on the registration board and then happily make their own play choices from the wide range of activities set out within the room. Photographs of the children participating in the daily routine of the group are displayed to help children understand the sequence of events. This supports children to feel secure and develop a sense of belonging. Transition between settings is supported by sharing information they know about the child's stage of development and any areas where extra support is required. This helps children to receive a cohesive approach to their learning and development.

Children are developing good levels of independence as they respond to the use of picture cards and the shaking of a tambourine to remind children of the daily routine. Children show they are familiar with the routine as they eagerly respond to the verbal and visual prompts to tidy-up, go to the bathroom and snack time. During snack-time children are able to freely select from a choice of fruit and drinks and are supported in cutting up their fruit and pouring drinks. They confidently place used cups and plates into bowls when they have finished their snack. This promotes their confidence and independence.

Children's behaviour is generally good as they receive positive encouragement and attention and benefit from different interaction with both staff and students. Staff support children who are learning to share and take turns through age-related discussions and providing alternative interesting resources. Children have good space to move freely around and spontaneous action rhymes are initiated by the staff.

Children's health is well supported as they have access to fresh drinking water daily and enjoy fresh fruit for snack. They are encouraged to develop self-care skills as they are supported in their toilet training and know the importance of washing hands and to use the sanitising foam on entry to the setting to remove germs. Children who stay for lunch are encouraged to bring in a toothbrush so they can learn the importance of oral hygiene.

Children are learning to keep themselves safe by reminders from staff to sit down whilst eating and to behave sensibly when on the climbing frame and slide. They are developing a sense of responsibility for their own and others' safety as they move confidently around the room to access different activities, such as the dark tent or to fetch their lunch boxes. Staff provide sensitive support whilst allowing children to develop their independence.

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

This newly formed staff team bring together a wealth of experience that promotes a relaxed and welcoming environment for parents and children. Staff have updated their knowledge of the Statutory Framework for the Early Years Foundation Stage and have a suitable understanding of the welfare requirements. They work well as a team and evaluate each session to identify areas of strengths and areas for improvement. Regular staff meetings and staff appraisals ensure that the manager is able to identify any staff training needs to support children's learning in the setting. Effective recruitment and selection ensures the suitability of all adults who work with the children and the induction process for students is sound.

The process of self-evaluation is new but the manager has a clear vision of how she wishes to improve the setting. However, as this process does not yet include the views of parents or other professionals, their views are not yet considered when planning future improvement. Since opening the setting, the staff team have made many improvements that provide a better quality service to the children.

Staff have a clear understanding of their role and responsibilities for safeguarding children and how to seek guidance should they have concerns about a child. There is an appropriate policy in place, which includes the signs and symptoms of child abuse and the use of cameras and mobile phones. Staff are alert to hazards and know how to protect children from these. For example, they check the suitability of equipment and make sure the door is supervised at arrival and departure times. Daily safety checks are completed effectively and there is a written risk assessment which is reviewed annually.

Partnership with parents is open and friendly and staff discuss the children's day. Where children have an identified need, a daily diary is maintained to ensure changing needs are identified and met. This promotes a consistent approach to their care and learning. All required information is taken at registration including completing an 'All about me' form where parents are encouraged to share what they know about their child to help them settle. General information is displayed on the notice board to give parents an overview of the setting. However, information about the daily routine within the setting is not easily accessible and does not promote learning within the home. Therefore, parents' understanding of their child's experiences in the setting and how to promote learning at home is variable. The staff team have previous experience of liaising with other professionals to support children with identified needs and receive training for any specific needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY451180
Local authority	Coventry

Inspection number	808376
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	25
Name of provider	Tracey Veronica Hunt
Date of previous inspection	Not applicable
Telephone number	07979373644

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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