

Kiddiwinks Pre-school

The Scout Hall, Caird Avenue, NEW MILTON, Hampshire, BH25 6BE

Inspection date

06/03/2013

Previous inspection date

27/03/2012

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 4

The contribution of the early years provision to the well-being of children 4

The effectiveness of the leadership and management of the early years provision 4

The quality and standards of the early years provision

This provision is inadequate

- Staff do not manage children's behaviour consistently. Some children are not sufficiently engaged in activities, which leads to their behaviour deteriorating, sometimes putting themselves and others at risk.
- Public liability insurance is not in place. This is a legal requirement.
- The required records, including recruitment and staff suitability checks are not always available and ready for inspection. This is a legal requirement.
- A record of any complaints and their outcome is not consistently maintained. This is a legal requirement.
- Educational programmes fail to provide children with sufficiently interesting activities to keep them involved and challenged, to help them move onto the next step in their learning.

It has the following strengths

- Staff provide appropriate support to new and less confident children to help them settle.
- Children benefit from regular opportunities to play outdoors to promote their health and well-being.
- Parents are kept suitably informed about their children's care and development.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 children's play and staff interaction, indoors and outside.
- The inspector completed a joint observation with the manager of the pre-school.
- The inspector talked with staff, parents and held discussions with the manager.
- The inspector looked at documentation including a sample of children's records and planning,
- The inspector discussed the systems used to review and evaluate the pre-school.

Inspector

Dinah Round

Full Report

Information about 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 to care for children from two years old. There are currently 57 children on roll, all of whom are in the early years age group. The pre-school supports children who are learning English as an additional language. The pre-school is open on a Monday, Tuesday and Thursday from 9am - 4pm, and on a Wednesday and Friday from 9am - 1pm, term time only. The owner employs eight staff, of these seven have relevant qualifications in childcare and early years education.

What the setting needs to do to improve further

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

- make sure that behaviour management issues are dealt with appropriately and consistently to help children learn boundaries and expectations to keep themselves and others safe
- make sure public liability insurance is in place
- ensure records are easily accessible and available for inspection, including details of staff's suitability to work with children
- keep a written record of any complaints and their outcome
- improve education programmes, to make sure that children are challenged appropriately and helped to move onto the next stage in their learning, such as in their language skills

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

- improve systems to support children whose language is other than English, to help build their vocabulary by extending the range of their experiences and encouraging them to communicate in their own language.

Inspection judgements

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

Children arrive at the pre-school and generally separate from their carers well. Staff are on hand to offer appropriate support and reassurance to new and less confident children. The activities set out by staff generally cover all areas of learning. However, staff do not use successful strategies to engage and sufficiently challenge children in their play to help them become motivated learners. As result, some children lack enthusiasm for learning and are not making adequate progress in their development and learning. Staff carry out observations to monitor children's progress and help them plan for children's next steps. Although, it is only regular staff who have key children, and on occasions, there are more bank staff than regular staff present. This means that not all staff have a clear knowledge of children's individual stages of development and how to support them in their learning.

Children show growing independence as they pour their drinks and put their own coats on to go outside. Staff sit with children and show an interest in their play, promoting conversation appropriately. However, regular opportunities to model language and introduce new words to help build children's vocabulary are not maximised. Children whose first language is not English, are not helped to build their vocabulary by encouraging them to communicate in their own language. The book area is not particularly inviting, but on occasions, children sit quietly and look at books. They also listen to stories during group activities where staff organise the children into two groups. However, during the group activities staff struggle to get the children's attention and raise their voices. This is not effective in helping children to develop their listening skills, and at times children lack focus and wander off.

Children have regular opportunities to engage in physical play activities and enjoy being outside. They show concentration as they climb and balance on the logs and steps. Staff stay close-by to provide reassurance while allowing children to try to do it by themselves. Children learn new skills as they practise using the stilts. Staff draw numbers on the path encouraging them to guess which number comes next as they walk on the numbers. This helps develop their understanding of number and counting appropriately. Children have fun using the brushes and water to make marks on the wall and wash the toys. These activities help to develop their physical skills. Children have access to a suitable range of sensory play activities, such as dough, paint and sand. They enjoy manipulating the dough as they press and mould it, and use the tools to create shapes, telling others 'I've made a lolly'. However, some planned activities are very adult-led which means children are not able to use their own ideas. For example, during a creative activity, staff put the glue on the paper and cut out the shapes, instead of allowing children to do it.

Staff provide settling-in sessions to aid children's move from home into pre-school. They gain information from parents about children's individual needs to support them in caring for children. Parents are encouraged to become involved in children's learning as children take books home to read together. Individual parent sessions enable a child's key person to discuss children's progress and allow parents to share what children's interests are at home. Parents comment how they find the meetings 'very informative'. This contributes

towards providing continuity for children's care and development. Staff have implemented the progress check for children at age two, which is shared with parents.

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

Children are generally happy and settled in the pre-school. Some children are beginning to form relationships with others within the setting. However, children are not learning about appropriate boundaries and expectations within their play. Staff talk to the children on occasions to remind them not to run around and not to scream, but the children do not listen and continue. At times, children kick the toys and spit toys from their mouths at other children, which upsets the other children. Staff are not effective in supporting children to gain an understanding of how to keep themselves and others safe. This contributes to a disorderly environment that hinders learning.

Staff complete appropriate risk assessments. They carry out daily checks of all areas both inside and outdoors to help them identify and minimise risks to children. For example, while work is being completed next to the premises the area is safely cordoned off making it inaccessible to the children. There are clear procedures for the collection of children and a staff member supervises the exit door at handover times. A key fob with a unique number for each individual child is used as a password and parents provide details of persons authorised to collect children on children's registration forms. On occasions, the password system has not been used effectively. In view of this, the staff have recently introduced a 'going home' book where parents have to record details of any authorised person who is going to collect a child that day. The pre-school's public liability insurance has expired. This is breach of a requirement of both the Statutory framework for the Early Years Foundation Stage and the Childcare Register.

Children's health is suitably supported. They know they need to wash their hands before eating snack. Staff support children to learn to pour their own drinks, choose their food, and clear away their plates at snack time. Children are reminded that they need to wear their coats and hats when going outside to play. Staff encourage children to learn to do this themselves to develop children's independence. They talk with the children how wearing their coats will keep them warm, which helps to raise children's understanding about keeping healthy. Information is included in the newsletters to remind parents to send children with suitable clothing for outdoor play, such as wellington boots. Regular use of the outdoor area makes sure that children get plenty of fresh air and exercise.

Staff work hard to set up the pre-school daily and provide children with an adequate range of play opportunities. Some of the resources are stored in low units and enable children to make independent choices about their play. However, some children are not interested and choose to disrupt others in their play, for example running in and out of the book area.

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

The joint managers of the setting are well qualified and work together with staff to share information about children's needs appropriately. The required child-adult ratios are suitably maintained through employment of bank staff, some of whom have relevant qualifications at level three. This makes sure that there is always sufficient qualified staff present. However, on occasions there is a higher ratio of bank staff to regular staff caring for the children. Bank staff do not have any key children and are still getting to know the children's individual ages and stages of development. As a result, staff do not maximise opportunities to extend children's learning. The staff's understanding of the learning and development requirements of the Statutory Framework of the Early Years Foundation Stage varies. As a result, activities are often not sufficiently challenging for children. Consequently, children are not being well prepared for school or their next stage of learning.

Appropriate recruitment and vetting procedures are in place to check the staff's suitability to work with children. However, some of the required checks are not easily available for inspection. This is a breach of the welfare requirements. All new staff have an induction, which covers health and safety, safeguarding issues and their roles and responsibilities. Bank staff who are still undergoing checks know that they have to be supervised and they cannot change children's nappies or answer the door. The owner carries out annual staff appraisals and supports staff in attending training so they continue to update their knowledge and skills. The regular staff meetings enable staff to discuss issues and identify areas for improvement. The manager has recently implemented a development plan to help staff focus on specific priorities. However, this is not working effectively in practice yet, as staff do not provide clear and consistent boundaries for children to help them understand the behaviour expectations. A written safeguarding policy and procedure is in place. Staff demonstrate a sound understanding of how to implement the safeguarding policies and procedures in the event of a concern being raised. Generally, records and documentation are used appropriately to support children's on-going welfare. A clear record of children's and staff attendance, along with a record of visitors to the pre-school is maintained.

Parents receive sufficient information about the pre-school through informal discussion, the regular newsletters and notices displayed on the parent's board. Parents are made aware of the pre-school's policies and procedures and that they can approach staff and the owner to discuss any issues. There is a procedure in place for dealing with concerns and complaints from parents and/or carers. However, the complaint log does not include a written record of any complaints made, which is a welfare requirement. Staff liaise with external agencies to make sure that children with specific needs are appropriately supported. There are suitable systems in place to link with other early years providers caring for children. They share information about children's progress to help promote continuity for children's care and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with**

The requirements for the voluntary part of the Childcare Register are

actions)

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that children's behaviour is managed in a suitable manner
- ensure that insurance cover is in place in respect of liability (Insurance)
- ensure that children's behaviour is managed in a suitable manner (How the childcare provision is organised)
- ensure that insurance cover is in place in respect of liability (Insurance)
- ensure that children's behaviour is managed in a suitable manner (How the childcare provision is organised)

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 action. 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	EY436343
Local authority	Hampshire
Inspection number	904875
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	30
Number of children on roll	57
Name of provider	D M Childcare Ltd
Date of previous inspection	27/03/2012
Telephone number	07810 707511

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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, which are usually the childminder's 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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