

Kiwi's Playgroup and Pre-School

8 Copse Road, REDHILL, RH1 6NW

Inspection date	08/10/2013
Previous inspection date	12/10/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The warm approach of staff helps children to settle quickly and to feel safe and secure, forming strong attachments and bonds.
- Children confidently explore the environment and gain an understanding of risk through well supervised play.
- Partnerships with parents work well to provide continuity of children's care routines and the two way flow of information supports their learning and development.
- Children who may have special educational needs and/ or disabilities are well supported. There is a trusting relationship with parents and strong links with other professionals supports staff in meeting children's individual needs.

It is not yet good because

- Staff do not consistently use open ended questions to challenge children's capacity to think critically.
- Staff do not reflect on children's individual needs when planning and therefore miss opportunities to extend children's learning through challenging experiences.
- Systems for staff supervision are ineffective and not clearly embedded into practice. As a result, the monitoring of staff performance is inconsistent.

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 took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at various documents, including policies and procedures, records of children, evidence of the suitability of staff and recruitment procedures.
- The inspector held meetings with the acting manager and provider.
- The inspector observed activities of children in the two pre-school rooms.
- The inspector held discussions with keyworkers and staff.

Inspector

Jane Franks

Full Report

Information about the setting

Kiwi's Playgroup and Pre-School is one of a group of three childcare facilities run by Kiwi's Limited. It opened in 2006 and operates from the Old Reigate Baptist Church and has sole use of two large rooms. The premises are owned by the pre-school. There are currently 38 children in the early years age group on roll. The pre -school is open each weekday from 9.15am to 2.30pm and children attend for a variety of hours during term time only. The pre-school employs 25 staff who work with the children. Of these, 12 have relevant childcare qualifications. The pre-school receives support from the local authority through an early years advisor.

What the setting needs to do to improve further

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

- devise and implement procedures for staff supervision to ensure staff performance is clearly monitored and challenging targets are set for continuous improvement to increase knowledge, understanding and practice.

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

- ensure planning is evaluated and offers challenging and enjoyable learning experiences by taking into account individual needs, interests and stage of development of each child.

Inspection judgements

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

Children enjoy a range of activities that cover the required areas of learning. Staff promote the learning and development of young children adequately. They regularly observe children during their play and make use of guidance to help track children's development. Staff use information to assess what children know and can do. However, observations are inconsistent. This means planning does not always reflect suitable challenge or allow extension activities to meet children's individual needs and ability.

Every child has an individual development book which supports and reflects the progress they are making at this point in their learning. Staff complete assessments of the required progress check at age two. This ensures children's progress is monitored at this age and a written summary is provided for parents. Relationships with parents are effective and

make a good contribution to meeting all children's needs. Children who may require additional support in their learning and development are quickly identified at this stage, and referred to the pre-schools special educational needs co-ordinator.

Prior to admission into the pre-school, staff obtain information from parents about each child's background, starting points and needs. For example, parents complete 'all about me' forms and have informal discussions with staff. This ensures staff know the children well as they are settling-in. There are many ways in which the staff support parents to feel involved in their child's learning. For example, staff share children's learning journals with parents, they are invited to parents' evenings and staff send out newsletters and flyers to parents notifying them of up and coming activities such as walks in the local environment.

Children develop their personal and social and emotional well-being. Children respond to familiar people and can select and use activities and resources independently. The children enjoy hospital role play. They independently integrate dolls into their play and use pencils and notepads, developing early writing in purposeful ways. They engage and concentrate on a chosen activity and show confidence when asking for adult support and participation.

Children have access to mark-making tools and materials such as play dough, sand, pencils and crayons. The children engage in these activities, sensitively supported by staff with opportunities to independently select their own resources. As a result, children draw lines and circles, and learn to write their names. Staff successfully help children talk about what they are doing and value their ideas. However, they do not always ask open ended questions to challenge their thinking and therefore do not go far enough in extending children's skills.

Children access the outdoor area at set times throughout the day. Children's self-care skills are suitably promoted as they are encouraged to put their own coats on. They have opportunities to play on a range of appropriate equipment to support their physical development. Staff make adequate use of this outdoor area to support children's progress across all areas of learning. Children explore their local environment through outings, for example, walks to the local woods. This helps children investigate the natural world and supports learning well.

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

The pre-school is welcoming to children and parents through the warm relationships developed by staff. As a result, children settle well and their individual needs are met. Parents comment very positively about the care their children receive. Comments include that staff are approachable and support their children in their learning and development.

Children learn about the importance of a healthy diet. Staff provide them with a good range of healthy and nutritious snacks. Snack times are sociable occasions where conversation is encouraged. Children develop independence through everyday routines, washing hands, and tending to their own personal needs. Staff are deployed well both inside and outside of the setting. Staff promote a relaxed environment in which children

develop the confidence to join in conversation with adults, for example, when engaged in messy play or sitting at the snack table. There are displays of children's art work on the walls supporting a sense of value and belonging. This, together with the friendly and reassuring staff team, enhances their emotional well-being.

The effective key person system and secure attachments between staff and the children ensure that all children form positive and trusting relationships with the staff. Children approach staff for reassurance and cuddles, for example, at group time as they relax and listen to a story. This provides them with a safe and secure environment that helps develop their confidence and self-esteem. Staff have a calm and consistent manner with children, acting as positive role models, for example. Children show good behaviour as they engage in activities that are of interest to them.

The children have opportunities to enjoy fresh air and exercise in the outdoor play area. They can run freely and use physical play equipment which includes ride on toys and tunnels. Therefore, children develop their physical skills and positive well-being. The indoor learning environment enables children to independently choose from a selection of resources that are easy for them to reach. This encourages them to become confident learners and teaches them to make choices and play cooperatively alongside others. Children are supported in their transitions within the pre-school. This is due to the settling-in visits with their key person as they move into a different room.

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

The provider has a sound knowledge of the learning and development and welfare requirements. Positive steps are taken to safeguard children's welfare. Procedures for recruitment are sound; they include full vetting of all staff to ensure their suitability. Staff are clear about their roles and responsibilities to safeguard children and meet their needs. They are familiar with the child protection policy and procedure. They know what to do if concerns arise about children's well-being. Staff supervise children well as they move around the indoor and outdoor environment. Risk assessments are in place and regularly reviewed by the manager. Any hazards or potential hazards, including toys and equipment, are removed from the children's room to prevent injury. Fire drills are monitored and carried out half termly.

Parents are made to feel welcome, and this is a strength of the nursery. There are systems in place to identify children's starting points on entry. Parents complete 'All about me' documents, which form part of children's individual records. This helps staff to recognise children's individual needs. Partnerships with parents and other agencies involved with children's care and education are effective and promote a joined up approach to meeting children's individual needs. Parents confirm they are pleased with the setting and how well their children have developed since attending. They find staff are friendly and helpful and keep them informed about their child's progress. Information is on display for parents within the setting. The setting works in partnership with local schools to support the older children through their transition period.

While the provider generally monitors the planning and delivery of the educational programmes, the systems in place are not robust enough to identify that children's learning experiences are not fully matched to their individual next steps and stages of development. As a result, children's progress is not maximised. The manager is keen, however, to improve learning outcomes for children. She works alongside other professionals for example, from the local authority and acts upon any advice given. The special educational needs co-ordinator works alongside parents and other professionals. This ensures that children with identified additional needs are included and make steady progress. It supports staff in meeting children's individual needs and ensures that there is generally sound progress in their learning.

Induction systems ensure that staff are clear about their roles and responsibilities. However the performance of staff is not actively monitored with effective supervision procedures. As a result, individual professional development and staff performance is not consistent in order to continually improve the learning programme and children's achievements. The manager and provider are motivated to seek further improvement and have started to put systems in place for self-evaluation. For example, they use action plans to identify areas for development. These take into account the views of staff and parents as well as advice from the local authority.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY330562
Local authority	Surrey
Inspection number	815094
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	38
Name of provider	Kiwi's Ltd
Date of previous inspection	12/10/2010
Telephone number	07899654463

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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