

Kiddiwinks Pre-school

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

Inspection date

10/02/2014

Previous inspection date

06/03/2013

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

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 3

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

The quality and standards of the early years provision

This provision requires improvement

- Children's independence is fostered well. This means that they learn to do things for themselves and gain confidence in managing their own personal care.
- Staff work together well as a team. They have a clear understanding of children's individual needs supporting children's emotional development effectively.
- Children benefit from the welcoming, enabling environment that enables them to make free choices about their play and choose whether to play indoors or outdoors.

It is not yet good because

- Staff do not update observation, assessment and planning systems regularly to fully support individual children's learning and help them make the maximum progress.
- Children are not always actively encouraged to help with tasks, such as tidying away the toys so they learn good habits and how to care for the play equipment.
- Staff do not make the most of the opportunities to develop children's understanding of mathematics, such as by regularly using number and counting in everyday routines and activities.

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 activities in the playroom and the outside learning environment.
- The inspector looked at documentation including a sample of children's records, planning and records to check staff suitability.
- The inspector completed a joint observation with the manager of the pre-school.
- The inspector talked with staff and held discussions with the manager and owner.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and of the provider's self-evaluation.

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 34 children on roll, all of whom are in the early years age group. The pre-school cares for children who learn English as an additional language and children with special educational needs and/or disabilities. 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 seven staff to work with the children, four of whom have relevant qualifications in childcare and early years education. An additional member of staff is employed as a kitchen assistant.

What the setting needs to do to improve further

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

- develop the observation, assessment and planning systems, and use these effectively to support children to take the next steps in their learning and development.

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

- review organisation of routines and strengthen the strategies used to help children learn how to care for equipment, such as during tidy up time
- Increase the use of mathematical language through the play activities and everyday routines.

Inspection judgements

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

Most children come into the pre-school well and quickly engage in a chosen activity. The well-organised, enabling environment provides children with a wide range of play and learning opportunities. Children are encouraged to make independent choices about their play, such as choosing whether to play indoors or outdoors. This helps promote active

learning and keeps children suitably occupied and interested. Children use their imagination well as they sit in cardboard boxes and tell others that they are travelling in a 'rocket'. They decide to paint their 'rocket' and spend a considerable amount of time using the tools to decorate it with paint. This enables children to follow their own interests. Monthly planning incorporates all areas of learning with activities that foster child-initiated learning. This contributes towards children making steady progress in their learning and development in relation to their starting points.

Staff liaise with parents to gain appropriate information about children's individual abilities when children first start. Staff use suitable systems to observe, assess and monitor the children's achievements. However, some records are not regularly updated as the staff are still developing the systems. This has an impact on the staff's ability to effectively plan for the next stages in children's learning to help children make the maximum progress. Informal daily discussion at handover times keep parents suitably informed about their child's care and development. Parents are able to view their child's 'learning journal' at any time and key staff invite parents to attend formal meetings to discuss their child's achievements in more detail. This provides parents with information on how they can further support their child's learning at home. Parents are encouraged to get actively involved in their child's learning by taking books home to read with their children.

Overall, children are generally beginning to learn the skills they require to support their future learning. Children's independence is fostered well as staff encourage them to learn to do things for themselves, such as changing their shoes to go outside and serving their own snacks. Staff actively join in children's play and promote conversation appropriately. They organise small key worker groups where children sit and enjoy stories. Staff make effective use of props to engage younger children. This helps to develop children's language as they listen and join in with familiar words. Books are easily accessible in an inviting book area, encouraging children to sit quietly and look at a favourite story. Children are introduced to mathematics appropriately through planned activities and various resources, such as using the measuring tape to measure the slide. However, staff do not always encourage the children to count and use number in their play, such as counting how many jumps as they splash in puddles or how many building blocks in their tower. This limits opportunities for children to use number names and language. Children have access to a wide range of tools. This includes pens, paintbrushes, scissors and glue sticks. They have fun as they use the spoons to make the dough helping them learn about the changes that occur when they add water to the flour. Staff provide individual bowls so that children can work at their own pace and be included in the activity. Children use their senses to explore and investigate the various mediums and materials, such as paint, sand, shaving foam and play dough.

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

Children are building trusting relationships with the staff who support their emotional well-being appropriately. Key staff who have responsibility for particular children liaise with the parents to gain clear information about each child's individual care needs. They obtain some key words in children's home language to aid communication with children learning

English as an additional language to help them settle in. Staff interact in a warm and caring manner offering sensitive support to new and less confident children. They provide cuddles and reassurance when needed which helps children feel settled and secure.

The clear behaviour policy is made available to parents, and staff have sent out guidance in newsletters to share the 'top ten tips on achieving positive behaviour'. This helps parents to understand how staff deal with children's behaviour at the group. The staff team have developed their behaviour management strategies further and overall, provide consistent messages to help children learn how to play together nicely. They talk with children to help them understand what acceptable behaviour is and make effective use of a timer to help children learn to take turns in their play. Staff praise children as they pass the plate to their friends at snack time helping to boost the children's self-esteem. However, during tidy up routines children do not always listen and continue to play leaving the staff to clear toys away. This does not help the children to learn how to care for the toys and equipment.

Effective security measures are in place. Staff maintain close supervision of the entrance door during arrival and collection times to make sure children are unable to leave the premises unsupervised. Staff carry out appropriate risk assessments on all areas of the premises used by children, to help them identify and minimise risks. Staff understand their responsibilities to keep children safe and supervise children well enabling the children to move around freely and safely. Children are learning about how to keep themselves and others safe. For example, as children go up steps to the slide, staff remind them to take their hands out of their coat pockets and their friends tell them 'to hold on'. This teaches children to play safely as they use the challenging equipment. Children take part in regular fire evacuation practises which helps raise their understanding of what to do in an emergency. Children are learning to manage their own personal hygiene needs. They know to wash their hands before they eat their food showing confidence as they stand on the step at the sink. This helps develop their understanding about keeping healthy.

Staff organise the pre-school effectively, working hard to provide an inviting and enabling environment for children. As a result, children enjoy a well-resourced play and learning environment. Children are able to make independent choices of what they want to play with and how they want to play, such as whether to play indoors or outdoors. Good use of the outdoor play space means that children benefit from having regular fresh air and exercise. Children show control as they manoeuvre the wheeled toys and develop their coordination and balancing skills on the slide. This promotes the children's physical development and helps them to learn new skills.

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

The management and staff have a clear understanding of the Statutory Framework for the Early Years Foundation Stage safeguarding and welfare requirements. There are clear policies and procedures, including safeguarding, in place to support the running of the pre-school. Appropriate recruitment and vetting procedures are followed to check the

suitability of staff to work with children. The manager continues to update policies to reflect changes in the provision. Staff attend safeguarding training so they know what action to take in the event of a concern about a child in their care. The manager includes safeguarding issues with staff during the staff meetings to help refresh the staff's knowledge.

Staff work together well as a team, regularly sharing information to help support children's developing needs. The well-qualified manager has implemented appropriate systems to monitor staff performance. Staff are clear of their roles and responsibilities through suitable induction procedures, regular staff meetings and staff appraisals. Staff are encouraged to attend regular training, for example, some staff have recently had training on behaviour management. This helps staff continue to develop their knowledge and skills. Overall, the systems to review the education programmes are suitable, with the manager linking with staff to discuss the weekly play activities. The management and staff have worked hard since the last inspection to address the previous issues and have made significant improvements. All the required records and documentation are now in place helping to promote children's welfare. Staff have used the Early Childhood Environment Rating Scale (ECERS) to review the play environment and as a result, they have increased the range of play and learning opportunities for children. This, along with the staff's more consistent approach, has helped to improve children's behaviour and teach the children right from wrong.

The management and staff have a positive attitude towards the continuous development of the provision. Systems of self-evaluation provide an overview of the pre-school's strengths and areas for development. The manager completes ongoing development plans to help identify priorities for future improvements. Many successful changes have been made, but some are still being embedded, such as the observation, assessment and planning systems. This means that children currently make satisfactory, rather than good, progress.

Staff work in partnership with parents and external agencies to make sure that children with specific needs receive appropriate support. Information is also shared with other early years providers where children attend, to help promote continuity of care. Parents receive suitable information about the pre-school through informal discussion, regular newsletters and notices displayed on the parent's board. Staff support children appropriately in learning skills that will help them when they move up to school, such as such as helping them become independent in their personal care.

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
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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	922380
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	34
Name of provider	D M Childcare Ltd
Date of previous inspection	06/03/2013
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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