

# Kiwi's Nork

Nork Community Association, Nork Community Centre, Nork Way, BANSTEAD, Surrey, SM7 1JB

## Inspection date

18/03/2014

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
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	2

## The quality and standards of the early years provision

### This provision is good

- The broad range of activities enables children to make good progress in their learning.
- The manager and staff team accurately monitor and identify the needs for the setting. Robust plans are in place for improvement and many have been implemented.
- Children's development is given priority by confident staff. Children who require extra support are identified quickly and provided with the support needed to help them make progress.
- Staff work together with parents. They use effective systems for communication which ensure that parents are involved in their child's learning.

### It is not yet outstanding because

- Staff do not provide sufficient planned and unplanned activities to encourage children to explore and investigate the natural world while in the outdoor environment. This limits the challenges and quality of children's learning experiences.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed and spoke with the children as they took part in activities in the inside and outside play environment.
- The inspector had discussions with the staff and manager.
- The inspector and manager carried out a joint observation of practice.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.
- The inspector sought the views of some parents as they arrived to collect their children.

## Inspector

Claire Douglas

## Full report

### Information about the setting

Kiwi's Nork registered in 2013. It is one of three pre-schools run by Kiwi's Limited. The setting operates from a large hall in Nork Community Centre, which is situated in Banstead in Surrey. There is access to an outdoor play area. Kiwi's Nork is open Monday to Friday during term time only. The opening times are from 9.30am to 12.30pm. There are currently eight children on roll in the early years age group. Children attend for a variety of sessions. The setting is in receipt of funding to provide free early education for children aged two, three and four years. A total of three staff work with the children, two of whom hold appropriate early years qualifications. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register.

### What the setting needs to do to improve further

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

- develop outdoor play experiences further to include opportunities for children to explore independently and investigate the natural world.

## Inspection judgements

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

Staff develop positive relationships with children and parents as settling in procedures are developed according to the individual child. This helps create smooth transitions from home to pre-school and enables staff to understand the child's background and needs. Staff record observations of children's starting points with guidance from parents during the settling in sessions. This helps them get to know children's capabilities and stages of development. They record observations of children's achievements, identifying their targets to share with parents so that there is continuity of learning. They use relevant guidance to assess children's progress. The manager supports staff in completing the required progress checks for children aged between two and three years. Children take part in activities which help them progress in their learning both inside and outside. This generally prepares them for the next stage in their development and for school. However, staff do not ensure that children have sufficient planned and unplanned outdoor activities for them to explore and investigate the natural world. This does not fully extend their learning opportunities outside.

Staff talk to children as they play, extending their learning, vocabulary and communication skills. For example, children's language and understanding of shapes is supported while they talk about the rectangular loaf they are making out of play dough. In addition, staff help to develop children's social and emotional skills as they take turns to use the glue when sticking materials onto their paper hats. Children are given opportunities to develop

their learning about the world around them through making storyboards. For example, children paint pictures of transport such as cars and aeroplanes to display on a board. This provides a visual prompt when discussing where they have been on holiday and how they travel to and from pre-school.

Children have opportunities to count throughout the day. They count out the pieces of fruit they help themselves to at snack time. They also sing number rhymes developing their understanding of the purpose of numerals. Children can choose from a range of books and can share these with staff, as well as with each other. They learn about different cultures and ways of living through the celebration of festivals and the positive images they see around them; for example, in the books and play resources they use including dolls and puzzles. Staff deployment is good which ensures children are supervised and supported fully with the activities they choose.

Children develop their physical skills through regular music and movement sessions that take place at the setting including dancing and stretching to music. Children delight in racing down the path on a scooter or kicking a ball into the goal in the outside area. Staff assess children's progress accurately, recording and identifying areas to develop to encourage further learning. These are especially helpful for identifying if children need extra support. Staff share progress with parents through regular meetings and involving them in the children's learning. Verbal discussions take place daily. Parents are given newsletters and weekly information to guide them on the learning theme. This ensures communications stay current and helps parents to continue their child's learning developing stronger links between the setting and home.

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

Children are happy and settled. They form secure attachments with the staff who are responsive to their needs. Parents are given regular opportunities to share information from home and they are offered linked activities to complete at home from pre-school. This helps children to feel understood and emotionally secure at the setting.

Staff check that the environment is safe, inside, outside and on outings. This means children's independence and confidence can grow as they move freely and safely around the setting. Children select from a well resourced range of age appropriate, safe and suitable play materials. Children are beginning to gain an understanding of risks and how to keep themselves safe. Staff remind them of safety rules throughout the routine and ask them to think about how to manage risks. For example, when children begin to paint water on the climbing frame, staff remind them a child could slip and hurt themselves. Children are also included in regular fire drills. Two staff currently have paediatric first aid training which is logged to ensure staff attend updates and further training when appropriate.

Staff support children's good health and well-being through providing healthy snacks. On the day of the inspection, children carefully counted out three pieces of apple, bread sticks and raisins. Children understand the importance of good hygiene. They understand that

washing their hands to remove dirt before eating, prevents them from becoming ill. They talk about the effects of exercise on their bodies. For example, after music and movement sessions staff discuss how fast their hearts are beating, developing children's understanding of a healthy lifestyle. They enjoy exercise and fresh air daily. Children delight in pouring their own water or milk at snack time. This helps to develop independence and their personal, social and emotional skills, preparing them for their next stage in their learning. The staff team follow procedures when assisting children with their personal care. Staff make use of disposable gloves when necessary which helps reduce the risk of cross contamination. Appropriate independence is encouraged for pre-school children with toileting, with subtle but effective supervision, helping prepare them for school. Staff support children's understanding of the need to share and take turns and to respect each other's feelings. They act as good role models, praising children and thanking them for achievements throughout the routine. As a result, children are aware of their boundaries and expectations for good behaviour.

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

The staff team have a clear understanding of their duty to protect children. There is a comprehensive safeguarding policy and procedures in place which staff know and implement well. All staff receive safeguarding training which helps them to promote children's welfare effectively. Robust recruitment and vetting procedures help ensure adults working with the children are suitable to do so. This helps to ensure children are cared for by staff that have dedication and commitment to children's care and education. There are clear systems in place to make sure that adult:child ratios are met at all times. The manager monitors when she will require additional staff and there are always sufficient qualified adults working directly with the children. Staff have regular opportunities for meeting with the manager and appraisals. Together they identify training needs to enable all staff to update and expand their knowledge. This helps improve outcomes for children.

The manager works alongside staff, acting as a good role model and observer of practice. Staff observe and record children's achievements. These are tracked by the manager in accordance with their age and stage of development. This process ensures that all children are progressing in their development. Staff are encouraged to feedback their views on management and team decisions. This system encourages staff to reflect on their practice and helps with continual assessment of the quality of the provision. The manager checks the effectiveness of the provision through monitoring practice. Staff use the self-evaluation process to assess how well the provision meets the requirements of the Statutory Framework for the Early Years Foundation Stage. Staff and parents are encouraged to contribute to the self-evaluation processes. Staff provide input at team meetings and parents contribute through questionnaires and verbal feedback. Plans for improvement are relevant and ongoing. The staff team are conscientious with an aspiration for quality care and continuous development.

Staff develop good partnerships with parents. Parents and carers express positive

comments about the pre-school and commitment of staff. They acknowledge how staff provide a happy, caring and stimulating environment for their children to learn in and they are confident that their children enjoy coming. The pre-school has good systems for sharing information with other agencies where relevant. Links are encouraged with other providers, in particular the local primary schools to provide continuity of care and meet children's individual needs well.

### **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	EY464450
<b>Local authority</b>	Surrey
<b>Inspection number</b>	922566
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	8
<b>Name of provider</b>	Kiwi's Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	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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