

# Kiddy Winks Pre-School

Sneinton Dale Community Centre, 312 Sneinton Dale, Nottingham, NG3 7DN

<b>Inspection date</b>	24/04/2014
Previous inspection date	13/01/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- Teaching is good. Accurate assessments of individual children's progress are used to plan activities that enable children to make good progress, given their starting points.
- Staff successfully identify and minimise risks within the pre-school and they are aware of their responsibilities to protect children from abuse and neglect.
- The pre-school is led and managed effectively. The manager and committee have a strong commitment to ongoing improvement to benefit the children. This is supported by effective self-evaluation and staff being supported in their training and professional development.
- Partnership working with parents, professionals and other agencies are well established to enable staff to support individual children's needs effectively.

### It is not yet outstanding because

- Children are not always able to choose for themselves when they want to play outdoors, which means that they cannot always continue their learning in their preferred environment.
- Staff do not always maximise opportunities to further develop children's growing independence and self-help skills, particularly when selecting their own resources or when practising their early writing skills during art 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 spoke with the manager, committee members and staff.
- The inspector interacted with the children at appropriate times throughout the inspection inside and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector took into account the views of parents and carers.

## Inspector

Dawn Larkin

## Full report

### Information about the setting

Kiddy Winks Pre-School was registered in 1992 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a community centre in the Sneinton area of Nottingham and is managed by a committee. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school employs eight members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, one at level 4, three at level 3 and three at level 2. The pre-school is open each week day from 9am until 11.30am and from 12.15pm until 2.45pm, during school term times. A lunch club operates each day between sessions. Staff take and collect children from The Nottingham Academy school to provide a wrap-around care service for families. Children attend for a variety of sessions. There are currently 42 children attending who are in the early years age group. 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 setting are members of the Pre-School Learning Alliance.

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

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

- provide children with opportunities to make decisions for themselves about when they want to play and learn outside
- promote children's independence further, for example, by allowing children to select their own materials when practising their early writing skills and when involved in expressive arts and design activities.

## Inspection judgements

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

Children enjoy a varied range of activities, which reflect their interests and helps them to make good progress in all areas of learning. Teaching is good because staff ask open-ended questions to promote thinking skills and to follow children's interests. For example, when children are playing a parachute game with a bean bag frog, staff ask questions about how they will make the frog bounce high and the changes they will have to make to keep him moving. This allows the children to think through and test their ideas and begin to predict what might happen next. Children's mathematical language and understanding are promoted well during this activity because staff talk to them about height and speed when moving the frog. Consequently, children are beginning to use correct mathematical vocabulary. Staff gain information from children and parents through discussion and initial

assessments to help them support and meet each child's specific needs and interests. They observe the children as they play and record their findings. The information gained from observations is effectively used to help plan the next steps in children's learning and to highlight where they are in their learning, in relation to age-related expectations. Overall, children's learning and development is in line with the expected developmental ranges for their age. As a result, they are obtaining the skills, attitudes and dispositions they need to be ready for school or the next stage of their learning.

Children receive a good mix of child-initiated and adult-directed learning. Staff interact effectively in children's play, supporting and extending their learning. Consequently, children are motivated to learn and demonstrate good levels of involvement. Adult-led group times are well organised and take into account children's age and stage of development. Older children enjoy learning to form letters and to link letters and sounds. This supports their pre-reading and writing skills. Staff sing songs and use props to support younger children's understanding of the vocabulary in songs. Children are well supported in the acquisition of language and communication skills because staff use a range of effective teaching techniques. For example, staff leave pauses when asking questions to give children time to think and respond. They also repeat words back to children, so they are learning how to pronounce them correctly. Children with English as an additional language have confidence to learn English because they have their home language valued in the setting. For example, some staff are able to communicate in the children's home language. Visual clues around the setting support all children's understanding of routines and staff effectively use sign language to ensure those children with less words are able to communicate their needs. Children's understanding of how things work and the use of technology is encouraged through using a computer and pressing buttons to make toys move. Daily access to a wide range of equipment in the outdoor area ensures the children are able to practise balancing, climbing, using wheeled toys, manoeuvring their bodies and negotiating their way around the available space. However, outdoor play is currently timetabled, which means that children are not able to decide for themselves when they want to play outside.

The pre-school values the role of parents and has effective partnerships in place. This ensures children benefit from a consistent approach to their care and learning. Parents are able to be fully involved in their child's learning and development through daily communication and discussions with their key person. In addition, staff give parents ideas to support their children's learning at home. The pre-school completes the progress check at age two years and the written summary is shared with parents. Children with special educational needs and/or disabilities are well supported, as staff work closely with parents and outside agencies to identify and meet their needs. Individual learning plans are in place for children, so staff can plan to support the child appropriately according to their needs. Parents are asked to contribute their ideas for improving the setting by completing questionnaires and through regular consultations.

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

Children develop strong bonds with their key persons and the whole staff team. Every child has a key person who supports a smooth move from home to the pre-school. Staff

gather key information from parents and through observations during initial visits, in order to get to know children's interests and individual care needs. Children are happy and display high levels of motivation. They benefit from the staff's highly positive involvement during their play and this means that children's emotional well-being is well fostered. Parents' comment that their children are happy in the pre-school and describe the staff as 'friendly, polite and welcoming.'

The pre-school promotes a healthy lifestyle because children have regular access to fresh air, exercise and outdoor play along with healthy and nutritious snacks. Children enjoy access to a large hall and enjoy playing outside. Snack time is well managed because children choose when to eat. Consequently, they are able to stay deeply involved in their play and learning because they are not disturbed. During snack time, children's self-help skills are well promoted because they serve their own food, pour themselves drinks and clear their plates away when they have finished. However, on occasions during adult-led activities, staff do not make best use of opportunities to further develop children's otherwise good growing independence and self-help skills. For example, children do not choose their own resources when painting or practising their early writing skills. The staff's close supervision and their genuine support and encouragement as well as their clear instruction contributes significantly to children's self-confidence. Staff allow children to take manageable risks in their play, for example, when using the climbing wall on the apparatus outside, which helps them to learn about keeping themselves safe.

The move to school is managed through a good partnership with the local school. The pre-school completes and passes on informative transition documents prior to the children starting school. Children make visits to their new school and staff support children who may require extra visits to aid a smooth move to school. This supports children to be emotionally ready for school. Children's behaviour is generally good because staff give them clear boundaries and use age-appropriate strategies to support this. For example, staff support children in turn taking and sharing when playing with pushchairs, explaining when it is each child's turn. In addition, staff explain to children why their behaviour is unacceptable and the impact it could have on themselves and others. Children receive lots of positive praise and recognition for their efforts and achievements. This gives children a sense of belonging and achievement, raising their self-esteem.

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

The manager and committee have a good understanding of the safeguarding and welfare requirements and demonstrate vigilance when dealing with children's safety and child protection. They have robust policies and procedures for safeguarding children and are clear regarding their roles and responsibilities to ensure children are protected and kept safe. Staff understand their responsibilities to safeguard children and capably describe procedures that they would follow to protect children from harm or neglect, should a concern be raised. In addition, they are clear about the procedure to follow if they have a concern about another member of staff. The manager is aware of her responsibility to report serious incidents to Ofsted in a timely manner, in order to fully safeguard children. Appropriate recruitment and vetting procedures ensure all staff are suitable to work with

young children. All visitors are asked to sign in and out of the building and there is a key pad system on the door to the pre-school to ensure the children's safety. Staff are suitably deployed and supervise children appropriately. In addition, risk assessments are thorough to ensure areas children use are safe. Accidents are monitored and there are clear procedures in place for the recording of these and the sharing of this information with parents.

The manager and committee demonstrate high aspirations for developing practice. There is a strong commitment to support staff's professional development to continue to raise the quality of the provision. This ensures that staff have a broad range of skills that are effectively used to support children in their learning and development. There has been significant improvements made since the last inspection and all actions and requirements have been fully addressed. For example, baseline assessments are undertaken with input from parents and observations are used to plan relevant and motivating experiences for all children. The manager and staff monitor the progress of the children and the educational programmes. This is completed with the use of regular staff meetings, observations, next steps for learning and tracking the children's achievements. Consequently, the teaching is good and children's learning is strong, given their individual starting points. The manager works closely with the early years team to evaluate and audit their practice and suitable action plans are in place. She monitors staff performance through regular supervisions, appraisals and through working alongside staff in the pre-school. The manager and staff team demonstrate a commitment to the ongoing development of the whole provision and strive to identify and address priorities for improvement.

Positive partnerships with parents ensure children make good progress in their learning and individual needs are addressed because there is two-way communication between home and pre-school. Parents are kept well informed through the pre-school's website, noticeboards, daily communication and newsletters. Parents speak highly of the pre-school. They comment that children have come on leaps and bounds and that they are pleased with the care their children receive. Staff have good relationships with a range of other professionals. For example, they take advice from the local authority advisors and attend multi-agency meetings when appropriate, to effectively support children's individual needs.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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	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>	254656
<b>Local authority</b>	Nottingham City
<b>Inspection number</b>	965622
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Banca Under 5's Playgroup Committee
<b>Date of previous inspection</b>	13/01/2011
<b>Telephone number</b>	0115 8471570

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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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