

KIWIS

School Close, Kingshurst, BIRMINGHAM, West Midlands, B37 6BN

Inspection date	18/11/2014
Previous inspection date	15/10/2010

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		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

- Children's independence is promoted well throughout the club. As a result, children have the confidence to serve their own snacks, make decisions and choose activities.
- An effective key-person system means that strong relationships have been built between staff, parents and children. Therefore, children are happy, secure and settled. Children's behaviour is good because there are effective procedures in place to promote this.
- Children are interested and motivated in their learning because staff offer a range of activities to support their engagement and staff interactions with the children are good.
- All staff have a secure understanding of their responsibility in safeguarding children. As a result, children are kept safe from harm.

It is not yet outstanding because

- The manager has not yet made the best use of the systems in place for performance management, such as embedding the use of peer observations, so that staff regularly share and evaluate their good practice to consistently provide high quality learning and play experiences for every child.

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 had a tour of the club with the manager.
- The inspector observed activities indoors.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.
- The inspector checked evidence of the suitability and the qualifications of staff working with the children, and the club's self-evaluation form.

Inspector

Emma Daly

Full report

Information about the setting

KIWIS was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Kingshurst Primary School in Kingshurst, Solihull, and is managed by a committee. The club serves the local area and is accessible to all children. It operates from two halls and there is an enclosed area available for outdoor play. The club employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The club opens Monday to Friday, term time only. Sessions are from 7.45am to 8.45am and from 3.30pm to 6pm. Children attend for a variety of sessions. There are currently five children attending who are in the early years age group.

What the setting needs to do to improve further

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

- enhance the systems for performance management, for example, through embedding peer observations, to share and evaluate staff's good practice in order to consistently provide high quality learning and play experiences for every child.

Inspection judgements

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

Children are happy and enjoy their time at the club, where the focus is on relaxing, taking part in sports and exploring through play. Staff interactions are good and children are supported well in their activities. Children have access to a variety of resources daily and staff support all children in their learning. They particularly enjoy physical activities in the hall and outside. Staff follow children's interests and gain their ideas to successfully engage all children. For example, children enjoy football and dodgeball, staff support children well as they learn the rules and negotiate space safely. Playing these sports has helped children further develop their current skills and abilities, which has given them the confidence to continue these sports outside of the club. Staff value what children say and take the time to listen to the children about the day they have had at school. This helps children to develop their confidence, giving them a sense of security as they come into the club.

Staff offer a range of play opportunities, covering all areas of learning to support children's progress. Children have daily access to games consoles and computers and they understand the importance of taking turns, to allow all children the opportunity to have a go. Children are developing their information technology skills as they independently navigate their way around computer programmes. Staff support and encourage children to develop their own ideas, to extend their learning further through a variety of activities. For example, children use the large soft bricks to build and construct a house, and staff

facilitate children's learning through effective questioning. As a result, children are interested and motivated in their learning. Staff support social interactions, as children play board games and cards. These activities encourage children to think, take turns and reinforce their counting skills. Pens, paper and books are readily available for children to independently access. Children enjoy drawing pictures and take delight in writing menus for the role-play cafe. Consequently, children are provided with opportunities to develop their imagination and literacy skills. Children's communication and social skills are continually supported through group activities and discussion. Consequently, children are developing the skills needed for the next stage in their learning.

Staff support children's independence by encouraging children to become involved in planning their own activities. Staff regularly encourage children to make independent choices throughout the session. Children are reminded to put their coats and bags on the table as they arrive, and all children are aware they need to tidy activities away before choosing a new one. Staff gather information from parents during the settling-in period about children's interests and capabilities. This allows staff to build up a picture of each individual child and provide activities that interest them. As a result, children's interests are supported well as they engage in purposeful play. Staff offer daily feedback to parents about the activities their children have enjoyed doing to support their learning at home, and ensure there is a two-way flow of information sharing with teachers. As a result, children's individual needs are supported well.

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

Children receive a warm welcome as they arrive at the club. There is an effective key-person system in place to ensure children's individual needs are being met. Children are confident and self-assured in their environment because staff build positive relationships with both parents and children. Staff effectively share information with parents about children's care and medical needs. All children are valued and respected by staff. They also act as good role models to ensure children respect and value each other. Staff take on board all children's views and listen to their ideas. Consequently, children are emotionally prepared for the move to their next stage in learning.

Children enjoy a selection of healthy foods, such as crackers, cheese, salad and fruits, and drinks are available throughout the session. Children's independence is promoted further as they enjoy serving their own food and drinks. Children are extremely polite and have good manners during meal times, staff recognise and praise this. Staff sit with the children while they eat, encouraging healthy choices and promoting their personal, social and emotional development. As a result, children are beginning to understand the importance of healthy lifestyles. Staff remind children of the importance of washing their hands before meals and after going to the toilet. This reinforces effective hygiene practices. Children have access to a large outdoor playground and indoor sports hall, and staff provide a range of activities to promote their physical skills and enable children to take measured risks, such as climbing on the soft play equipment and ball games. Consequently, children are beginning to understand the importance of physical activities and the effect exercise has on their bodies.

There are effective procedures in place to support positive behaviour. All children are involved in developing their own set of rules at the club. These are displayed on the board and children are regularly reminded of them. Staff liaise with the teachers about the school's behaviour strategies and expectations. As a result, there is a consistent approach to managing behaviour. Staff use praise and encouragement, older children act as role models and staff consistently encourage children to share and take turns during activities. As a result, all children understand boundaries and children's behaviour is good. Children move around the environment with ease and are regularly reminded how to keep themselves safe. Children take part in regular fire drills and are encouraged to use equipment safely.

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

All staff have attended safeguarding training and understand their role in protecting children from harm. They are aware of what to do should they have a concern about children's welfare because safeguarding procedures are strong. Effective recruitment and induction procedures ensure all those working with children are suitable to do so. All policies and procedures are effective and easily accessible to all staff and parents. Safety checks and risk assessments are carried out daily, to ensure both the indoor and outdoor environments are safe and secure. Therefore, children are protected from harm. Furthermore, all staff complete first-aid training to ensure they are able to deal with accident and medical emergencies. As a result, children's safety and welfare is fully promoted.

The manager demonstrates good leadership skills. She has retained a staff team who are experienced and well qualified, as a result, the staff team are working hard to develop this club to ensure children's learning and play opportunities are maximised. The manager works alongside the staff team daily and continually supports their practice. She has started to complete supervisions and appraisals to discuss any issues or concerns and identify training needs. However, she has not yet made the best use of systems for performance management, such as embedding the use of peer observations. Therefore, staff are not fully enabled to regularly share and evaluate their good practice to consistently provide high quality learning and play experiences for every child. Self-evaluation includes ongoing priorities for development, which indicates the provider's commitment to continuous improvement.

Staff build effective partnerships with the school. They talk to teachers daily to discuss any concerns about the children. Staff discuss the activities the children have been involved in at school and use this information to complement their experiences in club. Staff have built good links with parents and effectively share information about what activities are happening in club and how children can be fully supported in their learning and development. As a result, there is a combined approach in supporting children in their learning to enable them to grow and develop as individuals.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	257574
Local authority	Solihull
Inspection number	867087
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	5
Name of provider	KIWIS Club Committee
Date of previous inspection	15/10/2010
Telephone number	0121 788 6510

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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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