

## Inspection date

Previous inspection date

5 October 2017

18 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager is enthusiastic and ambitious. She has clear expectations which she shares effectively with staff. They work well as a team to develop and maintain the good quality of care and teaching standards.
- Staff develop strong relationships with the children from the start. Children are happy and benefit from the consistent support staff give. Parents talk about the 'amazing' staff team and how children are 'well supported' to settle when they first attend.
- Staff are skilled teachers. They have a good understanding of how children learn and of their individual abilities. Staff effectively recognise children's interests and use these to create opportunities which enable them to develop and practise new skills. Children make good progress from their starting points.
- The manager welcomes feedback from parents and other professionals. She uses this information to help her review practice and make relevant changes. As a team, the staff consistently reflect on the impact these changes have had.

### It is not yet outstanding because:

- Overall, partnerships with parents are strong. However, staff miss some opportunities to be consistent in obtaining information from parents about their children's achievements at home, to further support their assessments of children's development.
- On occasion, some staff are too quick to do things for children. They do not fully recognise opportunities when children could be learning to do things for themselves and increasing their independence skills further.

## What the setting needs to do to improve further

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

- build on partnerships with parents to further support them to regularly share information about their children's learning and development at home
- enhance daily opportunities that encourage children to develop their independence further.

### Inspection activities

- The inspector observed interactions between the staff and children during a play session and planned activities.
- The inspector spoke to key people and viewed developmental information regarding children's progress.
- The inspector spoke to the manager and the special educational needs coordinator at relevant times throughout the session.
- The inspector gathered the views of parents and children and considered these.
- The inspector carried out a joint observation with the manager.

### Inspector

Amanda Vidler

## Inspection findings

### Effectiveness of the leadership and management is good

The manager monitors staff practice well and offers regular support and coaching. She works closely with staff to source relevant training opportunities. This helps staff develop their skills and knowledge further. For example, staff use the knowledge gained from recently completed training to enhance their teaching skills. This enables them to further recognise how their timely interactions can support children's learning. Safeguarding is effective. The manager ensures that all staff have a good understanding of how to identify, record and report any concerns. She is dedicated to supporting families and ensures that all staff recognise the impact that this has on keeping children safe and protecting their welfare.

### Quality of teaching, learning and assessment is good

Staff observe children in their play and complete regular assessments of children's progress. They work closely with the manager to recognise any gaps in children's learning and use this information to provide meaningful learning experiences. Staff maintain a stimulating environment and children are keen to join in activities. Staff provide a variety of exciting and challenging play opportunities which support children's learning well. For example, children wait patiently to take turns to climb up small steps onto a low wooden box, increasing their physical skills. Staff stand nearby and introduce a large dice for them to throw. Children use their developing mathematical skills to count the spots on the dice. Staff tailor the support they give, such as using their fingers as a visual guide to help some children count. Children recognise the matching number on a carpet below the box and enthusiastically jump from the box onto the relevant number.

### Personal development, behaviour and welfare are good

Staff have created a welcoming environment. They are kind and caring. Children actively seek staff interactions in their play. Staff support children well to prepare them for their move to school. Parents talk about children developing 'impressive' skills, and explain that staff support children well to be emotionally ready for school. Children behave well. Staff provide opportunities to ensure that children develop a good understanding of the simple rules in place within the setting. For example, staff use group times to reiterate the importance of having gentle hands and of listening. Children have a good understanding of their role in keeping themselves and others safe and healthy. For example, children talk about not climbing on the stage in the hall as they may fall.

### Outcomes for children are good

Children are active and motivated learners. They are confident communicators and clearly relay their needs and wants to staff. Children welcome simple challenges and persevere at these for long periods. For example, children search for a long time for the relevant piece of wooden train track to complete a full circle. They consider what they need and try different options before successfully locating and fitting the relevant piece. Children show pride in their achievements, which they enjoy sharing with staff. Children are developing key skills which support their next stage in learning.

## Setting details

<b>Unique reference number</b>	EY464450
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1069422
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	20
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Kiwi's Ltd
<b>Registered person unique reference number</b>	RP909999
<b>Date of previous inspection</b>	18 March 2014
<b>Telephone number</b>	07899654463

Kiwi's Nork registered in 2013. It is one of three pre-schools run by Kiwi's Limited. The setting is in Banstead in Surrey. It is open Monday to Friday from 9am to midday, term time only. The setting employs five staff. The manager holds an appropriate early years qualification at level 4 and the deputy holds a qualification at level 3. Two other staff hold early years qualifications at level 2. The setting is in receipt of funding to provide free early education for children aged two, three and four years.

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