

# Kiwi's Playgroup and Pre-School

8 Copse Road, REDHILL RH1 6NW



<b>Inspection date</b>	14 January 2019
Previous inspection date	13 May 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This is a provision that requires improvement

- The provider and manager have not ensured that staff receive targeted support or effective training to enable them to consistently challenge and motivate all children to take part in purposeful learning.
- The provider and manager have not identified effective strategies to ensure that all staff have a secure knowledge of current government guidelines and legislation.
- Staff who support the youngest children do not organise group times effectively to ensure that they can contribute as much as older children.

### It has the following strengths

- Children are happy and play well alongside other children. They settle quickly into the daily routine and explore confidently.
- Children are learning to be independent and take care of their own care needs. For example, some older children help prepare fruit for snack time and others are able to put their coats on to go outside. Children make sound progress.
- Parents are happy with the setting and the atmosphere that staff provide. They feel fully informed about their children's learning and have good relationships with all staff.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure all staff have appropriate knowledge and skills to enable them to provide suitably challenging and motivating learning experiences	04/02/2019
ensure staff have an up-to-date knowledge of relevant and current government guidelines and legislation.	28/01/2019

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

- improve the organisation and implementation of group times so that all children, especially younger ones, are able to take part.

### Inspection activities

- The inspector observed staff interaction and the activities they carried out with children, indoors and outdoors.
- The inspector spoke to the provider, manager, staff and children at appropriate times during the inspection.
- The inspector took part in a joint observation with the manager.
- The inspector viewed some written documentation, including children's development records, staff training certificates and risk assessments.
- The inspector viewed a range of written feedback from parents to gain their views on the setting and staff.

### Inspector

Hannah Barter

## Inspection findings

### Effectiveness of leadership and management requires improvement

Safeguarding is effective. Staff have a sound knowledge of some of the procedures to follow should they have child protection concerns. However, the provider has not ensured that all staff have a confident and secure knowledge of current government guidelines and legislation. Although staff have received training, this has not been effective in developing their knowledge or understanding. The provider and manager evaluate their practice and work with staff to identify areas to improve. Since their last inspection, the environment has been re-organised to allow for older children to have more space and take part in imaginary play. However, the manager has not reflected effectively to enable her to identify that staff are not consistently providing motivating and challenging learning experiences. The manager monitors children's progress regularly. However, she has not identified that staff do not challenge children consistently through daily activities and interactions, to enable them to make the best possible progress they could.

### Quality of teaching, learning and assessment requires improvement

The quality of staff interactions and quality of teaching need improvement. Staff do not consistently motivate all children to take part in learning, or extend or challenge their learning during play. This means that some children do not engage effectively and are not making as much progress as they could in their learning and development. Some staff support children's mathematical skills. For example, a few children explored wooden building blocks and 'had a go' at building towers. As children selected blocks, staff asked them if they could recognise the colours and shapes. They praised children enthusiastically when they answered correctly and developed their knowledge by telling them the shapes if they were not sure.

### Personal development, behaviour and welfare require improvement

Children behave well and as expected for their age. Overall, staff encourage positive behaviour and remind children of the setting's rules. For example, during circle time, older children confidently explained that they must use their 'listening ears' and use 'kind hands'. However, staff do not consistently meet the individual needs as well as possible of some children. For example, they do not involve children in purposeful learning or recognise when they are not motivated. This does not promote children's emotional well-being effectively. The manager and staff have effective partnerships with external agencies and professionals that support some children's individual learning. They share information with them and incorporate any specialised care that is suggested.

### Outcomes for children require improvement

Children make typical progress in their learning. However, due to the weaknesses in the quality of teaching, they do not always make the best possible progress. For example, children regularly take part in activities but are not always challenged to help extend their learning further. Children enjoy looking at books and talk confidently about their experiences as staff read to them. Children are developing their self-help skills in preparation for school. For example, they use tongs to select their fruit and are able to pour their drinks.

## Setting details

<b>Unique reference number</b>	EY330562
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10073634
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	21
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Kiwi's Ltd
<b>Registered person unique reference number</b>	RP909999
<b>Date of previous inspection</b>	13 May 2016
<b>Telephone number</b>	07918 195967

Kiwi's Playgroup and Pre-School registered in 2006 and is located in Redhill. The setting is open every day from 9.15am to 2.30pm during school term times. The provider employs eight members of staff, all of whom are qualified to at least level 3. The setting provides funded early years education for children aged two, three and four years.

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.

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