

Inspection of Kiwi's Playgroup and Pre-School

8 Copse Road, REDHILL RH1 6NW

Inspection date: 11 September 2019

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Requires improvement |

What is it like to attend this early years setting?

The provision is good

Children at the playgroup and pre-school feel safe and secure. They develop strong attachments to staff and often cuddle and hug them. Children want to come to the setting and are happy and motivated to learn. Parents are very happy with the service that the manager and staff provide and say staff are 'friendly, knowledgeable and nurturing'. The staff work well together and this joint approach has a positive impact on the children. For example, staff use the same consistent strategies to teach children how to behave well.

Staff have high expectations for all children and plan appropriately to meet their individual needs. For example, children take turns negotiating a balance beam in the outside area. Older children learn how to go backwards and younger children have fun jumping off. Staff model language well and introduce new vocabulary, for example when children negotiate the 'wobbly' bridge.

Since the last inspection, the manager has supported staff training and ensures all staff have an up-to-date knowledge of relevant and current government guidelines and legislation. The manager has also improved the organisation and implementation of group times so that all children, especially younger children, are able to take part.

What does the early years setting do well and what does it need to do better?

- Staff have a good relationship with parents and communicate in different ways. For example, parents have the opportunity to attend parent consultations and receive written learning journals detailing their children's progress. The manager also sends out a comprehensive introductory letter to parents explaining what to expect at the setting. The manager has improved the relationship with parents to enhance children's learning. For example, staff now send home story bags for older children and song bags for the younger children to continue their learning at home.
- The manager regularly reviews staff training and, together with staff, looks to support any areas for further development. For example, after attending training staff are better able to understand how children learn. The manager fully supports the senior staff, providing additional resources to complete the setting's commitment to all children.
- The manager and staff identify children's starting points well and plan for each child to make progress through meeting their developmental needs and helping them to gain new skills. For example, a member of staff sits with a group of children and shows them how to roll and knead dough. Children have plenty of opportunities to develop their small-muscle skills and manual dexterity.
- Staff generally support children in their play well. They have high expectations of

all children, including those who are learning English as an additional language and children with special educational needs/and or disabilities. For example, staff support children through sign language. However, some older children are not sufficiently challenged in their development and understanding of mathematics.

- Children get on well with each other. This is illustrated as they laugh and smile at each child as they try to challenge themselves further by trying to go backwards on the balance beam. Other children hold each other's hand, helping them across. They work together well. Older children interact with younger children, talking and laughing and building on their developing language and social skills.
- The manager and staff support children's communication and language skills well. For example, staff name colours for younger children and older children begin to identify letters and sounds.
- The manager and staff are good role models and children's behaviour is generally good. During circle time, staff discuss the rules of the setting, such as having 'kind hands' and 'walking feet'. Children begin to understand the dangers of running in an enclosed area and how trip hazards, such as discarded toys, may cause a fall. Children learn about personal safety and how to manage risk well.
- There are a variety of resources and equipment. However, resources to support children's knowledge of technology are less obvious. Sometimes, the lack of resources means children do not gain an appropriate understanding of technology and how things works.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff know what to do and who to contact if they have a concern about a child's welfare. The manager ensures staff keep their safeguarding knowledge up to date with regular updates and training. The manager has a robust recruitment procedure and a thorough induction programme to ensure staff are suitable for the job and have the necessary skills to work effectively in the setting.

What does the setting need to do to improve?

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

- provide children with more challenges in their mathematical understanding and development
- strengthen children's knowledge of technology and provide resources that extend their understanding even further.

Setting details

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| Unique reference number | EY330562 |
| Local authority | Surrey |
| Inspection number | 10092834 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children | 2 to 4 |
| Total number of places | 36 |
| Number of children on roll | 25 |
| Name of registered person | Kiwi's Ltd |
| Registered person unique reference number | RP909999 |
| Telephone number | 07918 195967 |
| Date of previous inspection | 14 January 2019 |

Information about this early years setting

Kiwi's Playgroup and Pre-School registered in 2006 and is located in Redhill. The setting is open every day from 8am to 3pm during school term times. There are seven staff; of whom, four hold relevant childcare qualifications to level 3 and one holds qualified teacher status. The pre-school receives funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspector
Susan Allen

Inspection activities

- The inspector had a tour of the premises during a 'learning walk' and observed the impact of teaching on children's enjoyment and development.
- The inspector spoke with parents to gain an understanding of their views.
- The inspector carried out a joint observation of an activity with the manager.
- A meeting was held between the inspector and the manager.
- The inspector spoke to children and viewed their activities.

We carried out this inspection 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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