



## **Kiwi's Limited (Woodmansterne)**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY316854
<b>Inspection date</b>	03 October 2006
<b>Inspector</b>	Joanne Lindsey Caswell
<b>Setting Address</b>	Woodmansterne Village Hall, Carshalton Road, Banstead, Surrey, SM7 3HU
<b>Telephone number</b>	07899 654 463
<b>E-mail</b>	
<b>Registered person</b>	Kiwi's Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

### WHAT SORT OF SETTING IS IT?

Kiwi's Limited (Woodmansterne) registered in 2005. It is owned and managed by the Kiwi's Limited group who also own other playgroups and pre-schools within the Surrey area. The Woodmansterne group operates from within two rooms in the village hall in Woodmansterne, Surrey. The group offers pre-school care for children aged from one year to under five years. A maximum of 31 children may attend at any one time.

The group opens five days a week, during term time only. Sessions run from 09:30 to 12:00. There are currently 31 children, aged from 18 months to 3 years, on roll. This includes four children who receive funding for nursery education. The group supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

A team of ten staff work with the children. Of these, three staff hold recognised early years qualifications and two staff are currently working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are sufficiently protected against illness and infection, as staff take adequate precautions to maintain a healthy environment. For example, sick and infectious children are excluded from the group and staff are made aware of children's care and welfare needs. This helps staff to address these appropriately. However, the arrangements for hand washing do not sufficiently promote children's good health, as children share a communal bowl of water.

Staff help children to take care of their personal needs. They help children to blow their noses and teach children the importance of disposing of tissues hygienically. This helps to prevent the spread of germs. Children are sufficiently protected during nappy change routines as staff implement effective strategies to prevent cross-infection. For example, staff wear disposable gloves and aprons and ensure the changing mat is kept clean.

The outside play area is currently not in use, preventing children from playing in the fresh air. However, there is some provision for children to enjoy physical play inside. This helps children to develop their motor skills and contributes towards their healthy development. For example, younger children increase their mobility skills by playing with toys, such as walkers and dolls' prams. There is a selection of wheeled toys, enabling children to develop their co-ordination and practice negotiating round obstacles.

Children's dietary needs are sufficiently met. Children can access drinking water freely. However, the current systems for organising children's drinks do not adequately protect children from infection, as some children accidentally share beakers. Staff are aware of each child's needs and provide for them accordingly. Children develop an understanding of the importance of healthy eating. They see large pictures on display of healthy foods and enjoy healthy snacks, such as fresh fruit and raw vegetables. This contributes towards children's healthy development.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

The premises offer an inviting and welcoming environment for children. There are designated areas for different types of play, enabling children to move round freely and safely. Staff are vigilant in keeping children safe within the premises. For example, all external doors are kept locked and areas such as the kitchen are made inaccessible. There are systems in place to ensure children are continually supervised at drop off and collection time, in the interests of safety. Staff carry out regular checks and implement risk assessments to ensure that children remain safe and secure at all times.

There is a satisfactory selection of equipment and play materials. However, these are not always checked to be age-appropriate. For example, the size of some furniture is not always appropriate

for the youngest children and some toys and play materials have missing pieces, resulting in frustration for children.

Children learn how to keep themselves safe as staff explain hazards to them. For example, children understand they must not walk around with drinks or whilst eating. Staff utilise play opportunities to discuss safety issues with children. For example, whilst children play with dough and use plastic knives, staff remind children about the importance of safety when handling real knives.

There are adequate systems in place regarding child protection. Some staff have completed appropriate training and further training is planned for other staff. Children are sufficiently protected as staff have a basic understanding of the procedures to follow to safeguard children.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are generally happy and settle quickly in the setting. Staff support the youngest children well and, as a result, children enjoy plenty of close attention. All children form warm relationships with staff and approach them happily for comfort, reassurance and support. Staff are attentive to their care needs and meet these appropriately.

Children enjoy a range of play opportunities and learn to play co-operatively with their peers. Staff interact sensitively with children and gently encourage sharing and turn taking.

Children undertake a range of activities, such as art and craft, play dough, puzzles and small world play. There is a wide selection of role play resources available. This enables children to enjoy imaginative play and develop their creative skills, particularly with the use of supporting resources such as dressing up clothes. Children enjoy looking at the small selection of books and develop their vocabulary as they explore pictures with staff. Children learn about colours and numbers as they play with puzzles and undertake art activities. They enjoy playing with musical instruments and join in enthusiastically with songs and rhymes.

Some staff have an awareness of the Birth to three matters framework. However, not all staff are familiar with the framework and it is not clearly reflected in activity planning and record keeping. As a result of this, children's progress is not always clearly recorded using the framework.

### **NURSERY EDUCATION**

The quality of teaching and learning is inadequate. Children do not make sufficient progress towards the early learning goals, as staff lack appropriate knowledge of the Foundation Stage curriculum. The implementation of the Foundation Stage curriculum at Kiwi's is still in its infancy and is not yet being implemented on a daily basis. The lack of clear curriculum planning prevents staff from ensuring all activities and learning opportunities reflect the stepping stones to children's learning. At present, staff delivering the curriculum are unfamiliar with the early learning goals and do not use these to clearly identify children's achievements and plan for

their future learning needs. As a result, children's progress within the Foundation Stage is not sufficiently planned for and monitored.

Children have some opportunities to develop their independence. They can choose from the activities and play materials available, but these are pre-selected by staff. Some children demonstrate independence by self-registering on arrival. Children share well and co-operate well in their play. They are mindful of the needs of the younger children and show care and respect for the other children in the group. Some children concentrate well and remain focused on activities.

Most children communicate confidently and enjoy engaging in conversation with staff. At present, there are few opportunities for the funded children to enjoy group discussions and story sessions, due to the current organisation of the age groups of children. However, when the funded children are taught in small groups, activities, such as baking bread, enable children to learn new words, as they talk about the ingredients they are using. There are limited examples of printed text and labels on display for children and few opportunities for children to see their names in print. This restricts children from developing an understanding that words and labels carry meaning.

Children play with mathematical resources, such as scales and sorting materials. However, there are few other opportunities within the routine for children to count. There are missed opportunities during activities, such as the baking bread activity, for children to count out spoonfuls of ingredients and develop an understanding of simple number skills.

Children have opportunities to use resources, such as binoculars and magnifying glasses. They play with magnets and learn about simple properties. However, there are limited further opportunities for children to explore natural materials and use the outside to extend their learning. Improvement of the outside area is planned and this will enhance children's learning opportunities. Children enjoy cookery activities and talk about change as they compare raw and cooked ingredients and make observations between liquids and solids.

There are some opportunities for children to develop physical skills, although the wheeled toys and large apparatus are only available in the second half of the session. This restricts children's access to physical play. Children develop their manipulative skills by folding and kneading the dough whilst making bread. There is limited further provision for children to handle small resources, due to the presence of the younger children.

There are some opportunities for children to use their creativity. Children enjoy adult-directed art and craft activities, such as fruit and vegetable printing. They can draw and make marks, but there is limited further provision for children to enjoy free painting. There is a wide variety of role play resources available, enabling children to express their imagination and recreate familiar scenarios.

## **Helping children make a positive contribution**

The provision is satisfactory.

Staff obtain written information from parents regarding each child's personal needs. Parents complete 'All About Me' sheets, sharing relevant records on each child's individual care and welfare needs. This helps staff to address these appropriately in daily practice. Children have some opportunities to learn about diversity. They play with resources which reflect positive images of modern day society and celebrate different festivals and customs. This helps children to learn about the wider world. Children have an understanding of the needs of others and the older children are particularly kind and respectful of the younger children's needs. They recognise acceptable behaviour and understand that when the younger children disrupt their play, they must not respond negatively. This demonstrates that children's social, moral, spiritual and cultural development is fostered.

There is some provision in place to support children with learning difficulties and/or disabilities and the premises are fully accessible to adults and children with impaired mobility. This helps to ensure the provision promotes an inclusive policy.

Children's behaviour is managed effectively with age-appropriate strategies. Staff encourage positive action and behaviour and intervene sensitively between children to encourage sharing and co-operative play. This helps the youngest children to learn acceptable behaviour boundaries.

Staff work closely with parents to support the care needs of children and ensure that appropriate information is shared on a daily basis. Written information is recorded detailing each child's care and welfare needs. This informs parents of their children's daily dietary intake and nappy change routines. Staff offer a welcoming and relaxed environment for parents. This helps staff and parents to work closely together to settle children into the group.

However, there is a lack of information available for parents regarding the Foundation Stage curriculum. There are few strategies in place, at present, for staff to work closely with parents to involve them in their children's learning and assessment. This prevents staff from forming strong links for children between home and the group. As a result of this, the partnership with parents and carers for the Foundation Stage curriculum is inadequate.

## **Organisation**

The organisation is satisfactory.

At the time of inspection, many staff members, including the Deputy Manager, were new to the group and had only been in post for several weeks. However, the new staff team work together well and are committed to supporting one another. Staff have an understanding of the National Standards and comply with appropriate adult to child ratios. As a result, children benefit from close attention and their care needs are sufficiently met. All staff share tasks and understand their roles and responsibilities. Daily routine tasks are appropriately delegated. This contributes towards the organisation of the session.

There are appropriate vetting procedures in place to ensure that all staff working with children are approved to do so. New staff understand company policies and procedures and implement them in daily practice.

Appropriate regulatory documentation is in place to support the care needs of children. Staff maintain an accurate record of children's attendance and relevant parents' consent is held on file. Children's records are confidential. Company policies and procedures are available and are shared with parents.

The current organisation of the group does not sufficiently meet the requirements of the Foundation Stage curriculum. The leadership and management are inadequate. Staff are not appropriately trained in delivering the curriculum and lack understanding of the early learning goals. This restricts them from providing a quality range of play and learning opportunities, suitable and appropriate for older children. There are insufficient training opportunities to ensure that staff have an understanding of the Curriculum Guidance for the Foundation Stage. This restricts staff from planning a timetable of activities to help all children achieve and reach their full potential. There are many missed play and learning opportunities within practical play activities. The learning environment is not organised effectively to meet the needs of the older children and is better organised for the younger children. As a result, at present, the older children's learning is inhibited due to the presence of the younger children being in the same room.

The setting does not meet the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Not applicable

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to taken any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve the procedures within the daily routine to protect children against cross-infection, particularly the arrangements for hand washing and the provision for drinks
- ensure all the equipment and furniture used by children is appropriate for the age group and presents sufficient developmental challenge
- improve staff's understanding of the Birth to three matters framework, enabling all staff to take an active part in planning for and monitoring the younger children's progress

### The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- develop the partnership with parents to ensure that they are fully informed about the Foundation Stage curriculum and are invited to contribute towards the assessment procedures
- develop curriculum planning to show 1) the learning intentions of activities that are clearly linked to the stepping stones and early learning goals, and 2) how children's individual needs can be extended or supported within an activity
- develop an effective assessment process, linked to the Foundation Stage curriculum, that is informative and used to help children move to the next stage in their learning
- improve the training opportunities for staff to develop their knowledge and understanding of the Foundation Stage curriculum to enable staff to plan play and learning opportunities, covering all six areas of learning

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)