

Kiwi's Limited (Woodmansterne)

Inspection report for early years provision

Unique Reference Number	EY316854
Inspection date	04 May 2007
Inspector	Gillian Cubitt
Setting Address	Woodmansterne Village Hall, Carshalton Road, Banstead, Surrey, SM7 3HU
Telephone number	07899 654 463
E-mail	
Registered person	Kiwi's Limited
Type of inspection	Integrated
Type of care	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.

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 satisfactory.

WHAT SORT OF SETTING IS IT?

Kiwi's Limited (Woodmansterne) registered in 2005. It is privately run and is one of three pre-schools in the Surrey area. The Woodmansterne group operates from Woodmansterne village hall, using a large main hall for four days a week and a smaller room on Thursdays. Children have opportunities to play in surrounding outside play areas. The group offers pre-school care for children aged from two and a half years to under five years of age. A maximum of 26 children may attend on Mondays, Tuesdays, Wednesdays and Fridays and a maximum of 12 children may attend on Thursdays.

The group opens five days a week, during term time only. Sessions run from 09:30 to 12:00. Children may attend an optional lunch time club on Tuesdays and Thursdays until 13.00. There are currently 31 children, aged from two to four years, on roll. This includes 15 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 10 staff work with the children. Of these, four 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 good.

Children are appropriately cared for in clean and welcoming environment which has plenty of natural light. They are protected from the risk of infection because staff carry out effective hygiene routines. For example, tables are cleaned with an anti-bacterial spray to minimise the possible spread of infection. Children are learning the importance of personal hygiene because staff talk to them about the harm of germs and how they can clean their hands in a fun way with the 'magic soap'. Children's medical needs are well met because staff are able to administer required medication for children and there are always staff available who are trained in first aid. All necessary written consent is also in place to ensure children's needs are met effectively in emergency medical situations.

Although children do not at present go outside to play in the fresh air, their physical skills develop well because staff are mindful of organising the environment to energise children's enthusiasm for activities which they enjoy. For example, children show excitement as they jump and roll on their obstacle course and the daily use of bikes and scooters are always a favourite activity. These help to keep children's bodies healthy through rigorous exercise as well as strengthening their muscles and helping their bodies to develop.

Children's awareness of eating healthily is fully supported by the group's healthy eating options at snack times. Children make decisions about when they need a break for refreshment where they are able to visit the 'snack table'. They choose from a selection of prepared fruits, salad and rice cake; water is always available for them to help themselves; all of which promotes a healthy feeling of confidence and independence. Staff and children relax with social chat about different kinds of foods that are good for them. This is helped by the attractive posters depicting foods that contain essential nutrients for growing bodies.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play in bright, attractive premises which staff have made welcoming as well as secure and suitable for their purpose. Safety standards are maintained because staff carry out daily checks on their designated areas which ensures children's security. They also minimise possible on-going risks to children by ensuring that there is no access to the kitchen area and children are always supervised to the toilet. Also, children begin to understand the importance of the hazards of fire by experiencing frequent fire drill exercises. Children's security is seen as a priority and staff ensure the entrance to the group is kept locked and staff stand at the door to let parents in. This means that children are only collected by authorized persons. Furthermore, staff have a rigorous signing in and out policy for all parents and visitors which safeguards children.

Children use a suitable range of quality toys and equipment which are appropriate for their age and stage of development. Toys are displayed on tables and around the hall, helping children's independence through choice.

Children's welfare is mostly safeguarded. Staff have a basic understanding of the procedures to follow to protect children, although the procedures are not totally clear and the policy has

not been updated in line with the current guidance. This means that some staff lack confidence if they have any concerns about the welfare of a child.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children look forward to their morning at Kiwis. They enter the building in eager anticipation of having fun with the various activities. They happily wave to their carers and run off to play with their friends, having the freedom to choose activities that appeal to them. Children enjoy feeling the different textures of wet and dry sand as well as immersing their hands in water play. They also enjoy expressing their individuality through creating their own pictures with paints, crayons and collages. Role play is a particular favourite with children. They make the most of dressing up clothes and props to enrich their play, walking around the hall with small suitcases, pretending to go on holiday and preparing food under an improvised cover for a tent. Staff communicate and interact well with children and generally adapt activities to each child's level of understanding. However, not all social times are popular as some younger children do not wish to sit still during story time which impacts on the enjoyment of older children.

Nursery Education

The quality of teaching and learning is satisfactory. Staff are developing their understanding of the Foundation Stage which enables children to make progress in all areas of learning. Children are eager to learn and enjoy participating in an appropriate range of activities, which are both adult-led and child-initiated. Activities are generally well thought out and displayed, making them appealing and creating an interesting environment where children learn and develop. Short, medium and long term plans are in place to ensure all areas of the curriculum are covered although not all staff contribute to the planning process. This is because the manager takes responsibility for charting the children's progress after staff note their observations. This lack of staff's involvement in planning, allowing them to follow through child observations, impacts on their understanding of how children learn. Some staff identify and instinctively act upon possible gaps in children's learning, although current systems are not fully effective to ensure all children's achievements are correctly identified and recorded appropriately.

Children are interested and motivated to learn. They are excited about what is on offer and, with the support of staff, generally focus well on an activity. Their social and communication skills are developing through the positive interaction that staff provide who encourage children to make friends and care for each other. Children are beginning to develop independence and self-care skills; they attempt to put on their own aprons before playing with the water and are careful when pouring out their drinks. Most children have good relationships with each other showing politeness in their manners and understanding the basics rules of behaving well.

Children are learning about linking sounds to letters through everyday activities and routines. They see printed words on displays and are beginning to recognise their first names in print during the self-registration process. Staff reinforce this knowledge by asking the children to find their names at snack time. Children also have a selection of books and some older children enjoy opportunities to look at these with staff.

Children's understanding of numbers and counting is supported by staff during practical exercises during the daily routines. Some children confidently count past 10 and others show an understanding of the value of numbers. Other activities available, such as weighing and

measuring, introduce children to other mathematical terminology which increases their awareness of size, weight and shape. Children use their imaginations when painting, dressing up and using small world toys. They make links with their understanding of the world by describing their feelings when playing with sand and water. They learn the differences between hot and cold during topic work and when referring to climates of different countries. Children, at present, do not make the most of outside play to maximise on their understanding of nature.

Children's access to resources that challenge children's physical abilities are available. Children enjoy a well-planned obstacle course where they act like gymnasts, spreading their arms upwards as they jump on to the safety mats, beaming with their achievement to the praise of staff. Bikes, scooters and balls all help children to develop their large physical skills. Children's fine manipulative skills are also supported whilst they play with small world and construction toys. Operating scissors is also a challenge which they overcome in their desire to cut paper for their collages. Children enjoy creating their own pictures and a variety of resources such as paint, crayons and other materials, help them to produce their own individual work which they take home to share their achievements with their parents.

Helping children make a positive contribution

The provision is satisfactory.

Staff acknowledge and draw on parental knowledge and expertise in relation to the care of their children. This is supported with the form 'all about me' which gives staff key information that helps them to settle children during their early days in the setting. Staff also adhere to a fully inclusive policy, providing children with appropriate support if they have learning difficulties and/or disabilities. Children have opportunities to learn about diversity. They play with some resources that reflect positive images of modern day society as well as having opportunities to explore different festivals and customs as they occur during the year. This helps children to learn about the wider world. Overall, children's social, moral, spiritual and cultural development is fostered.

Children are generally well behaved. They follow staff's lead in being kind and caring to each other as they learn to share their toys. Most children show respect for the rules, for example, at snack time when they sit and enjoy the company of their friends and staff. Staff use purposeful praise, boosting children's self-esteem and confidence. Staff are pro-active in considering strategies that quickly diffuse potentially difficult situations where children may fall out. Children benefit from the positive relationships between staff and their parents. Parents receive an information pack that contains comprehensive information about the provision and the policies and procedures are easily accessible. Parents are encouraged to express their views freely and they enjoy sharing verbal feedback at the end of each session which helps promote children's continuity of care.

The partnership with parents and carers in receipt of funded nursery education is satisfactory. Parents are able to look at planning which is displayed and they receive written reports of children's progress in their learning. Also, parents are given some useful information about topics in newsletters so they can support their children at home. However, parents state that they do not have a sufficient understanding of the Foundation Stage and the impact this has on their children's education. Key workers are always receptive to discussing any areas of children's progress. At present, however, staff do not allocate set times where parents can discuss the Foundation Stage and how they can work together to move children forward in their learning.

Organisation

The organisation is satisfactory.

Children are protected because all staff are appropriately qualified and there are satisfactory procedures for recruitment and vetting which ensures that staff are suitable to work with children. Staff organise space effectively to enable children to easily access activities that are displayed in the large hall. The morning programme generally runs smoothly, apart from some disorganisation at tidying up and story time, towards the end of the session. A key worker system ensures that children are appropriately supported and cared for throughout the session and parents know who to talk to about their children's progress.

Most of the required documentation is in place and maintained confidentially. However, some written policies are not updated appropriately. This has some impact on children's welfare as staff and parents are not kept well informed.

The quality of leadership and management is satisfactory. Staff have a suitable induction programme and, although this is a relatively new team, they have bonded well. They share tasks equally which helps the session to run smoothly. Staff are offered training to support them in their skills and knowledge and they have recently attended a basic course in the Foundation Stage curriculum for children. Staff now effectively use this knowledge to make notes on what children do. As yet, because the newness of the staff team, formal systems are not in place to supervise staff to support them in their new roles as educators within an early years environment. At present, staff do not have sufficient guidance to enable them to follow their observations and take responsibility to produce effective planning for children and working with parents. The owners of the nursery are aware of present weaknesses and are putting strategies in place, such as meetings and regular appraisals to develop staff's role in this area.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider agreed to improve procedures for washing hands, as well as ensuring that equipment was appropriate for the age of children in the group. There was also a requirement to improve staff's understanding of the Birth to three matters framework. As a result, new procedures are now in place that enable children to clean their hands easily which prevents cross infection. As the group no longer accepts children under two and a half years of age, all equipment and furniture is appropriate to the children present. Staff have developed a more in depth understanding of the Birth to three matters framework, although this is only used for the few children who are approaching their third year.

At the last nursery education inspection, the provider was judged as inadequate and therefore actions were set to enable the group to develop their skills and knowledge of the Foundation Stage and how they share this with parents. As a result, all staff have received in-house training on the six areas of learning and they are now making observational notes of what children are doing in their activities which supports their learning. Staff are aware of further areas of development in this area and are making steady progress. Parents are able to access information about planning as it is displayed and they also receive written reports which keep them informed on their children's progress.

Complaints since the last inspection

Since the last inspection 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.

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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):

- review policies and procedures regularly to ensure that they remain in line with current guidelines, paying particular attention to the policy on safeguarding children
- review the organisation of group activities to take into account the ages and stages of development of all children

The quality and standards of the nursery education

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

- review planning so that all staff are involved and, using the stepping stones, they clearly identify the next steps for individual children
- further develop the opportunities parents have to become involved in their children's learning
- formalise supervision and appraisal systems which support staff in their deliverance of nursery education

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