

Kiwi's Limited (Woodmansterne)

Inspection report for early years provision

Unique reference number	EY316854
Inspection date	20/06/2011
Inspector	Rebecca Khabbazi

Setting address	Woodmansterne Village Hall, Carshalton Road, Banstead, Surrey, SM7 3HU
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Type of setting	Childcare on non-domestic premises
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Kiwi's Limited (Woodmansterne) was registered in 2005. It is one of two privately run preschools in the Surrey area. The preschool operates from Woodmansterne village hall, using a main hall for four days a week and a smaller room on Thursdays. The setting has use of an enclosed outdoor play area. The preschool is open from 9.30am to 12.30pm each weekday during term time, with an optional lunch club until 1.30pm on Monday, Tuesday and Wednesday.

The preschool is registered on the Early Years Register to care for 26 children aged from one year old to the end of the early years age range each weekday except Thursday. On Thursday they are registered to care for 12 children as they use a smaller hall. There are currently 38 children on roll, who attend for a variety of sessions. The setting supports children who have special educational needs and/or disabilities and those who speak English as an additional language.

There are 12 staff in total who work with the children over the course of the week. Of these, four staff hold relevant childcare qualifications and two staff are currently working towards a qualification. The setting receives support from the local authority through an early years advisor.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting promotes children's welfare and development appropriately overall and most requirements are met. Staff create a welcoming environment where children are safe and secure and most aspects of their individual needs are met. Staff have positive relationships with parents and children make sound progress in their learning overall, given their age, ability and starting points. The management team regularly reflects on the service provided and strives towards continual development, although systems for monitoring and evaluation are not yet fully effective in ensuring all areas for improvement are promptly addressed.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain an accurate daily record of children's hours of attendance (Documentation) 22/07/2011

To further improve the early years provision the registered person should:

- strengthen systems for observation and planning, so that next steps are consistently identified for children and used to plan relevant learning experiences for each child
- review the organisation of large group sessions such as circle time, in order to take into account the needs of all children who attend
- provide more opportunities for parents to contribute to the monitoring and review of their child's progress.

The effectiveness of leadership and management of the early years provision

Robust systems for recruitment mean that staff are suitable to work with children, which helps safeguard children's welfare. Staff have a clear understanding of their responsibilities towards children at the setting and are familiar with procedures to follow if they have concerns about a child. Most of the required documentation that supports the smooth day to day running of the setting is in place. However, records of attendance do not always contain all of the information that is legally required. Staff work well together as a team, sharing tasks and responsibilities throughout the session so that children are appropriately supported and well supervised. They make good use of resources at the setting to create an interesting learning environment, where children can easily access a wide variety of activities and play materials to support their development.

Staff work closely with parents to make sure they are familiar with each child's background and needs. They also make links with other professional and agencies, for instance where children have special educational needs and/or disabilities or attend other settings, so that they receive appropriate, consistent care. However, the organisation of some parts of the session, such as large group times, does not always take into account children's individual needs and not everyone can take a full part. Parents speak positively about the setting. They are happy with the care provided and find staff friendly and approachable. They are kept appropriately informed on a day to day basis through verbal discussions as well as regular newsletters and can request a meeting with staff at any time. At the moment, however, they are not consistently involved in monitoring and reviewing their child's progress and next steps.

The management and staff team are keen to develop and improve the setting. They make good use of support from the local authority as well as feedback from parents, for instance through parent questionnaires, to monitor and evaluate the provision. They identify areas for improvement and some actions taken are effective in improving outcomes for children, such as developing the outdoor area so that children can take part in more activities outside. However, prompt action is not always taken to address some issues, such as weaknesses in systems for planning and assessment.

The quality and standards of the early years provision and outcomes for children

Children show a strong sense of belonging at the preschool. They quickly become familiar with the daily routines and expectations of the setting and grow in confidence and independence as they join in with activities and help themselves to resources. They learn to keep themselves safe when they remember the rule that they must not run inside and when they take part in regular fire drills. Children adopt simple good hygiene routines when they wash their hands when they come inside from the garden or use hand gel before they eat their snack. They make healthy choices when they help themselves to slices of banana, cucumber and breadsticks, and pour themselves a drink of milk or water. Children enjoy playing outside in the outdoor area every day as part of a healthy lifestyle, practising their physical skills as they ride a bike, throw balls or have a turn on the slide.

Children make good relationships with staff and each other at the setting and they take part in a range of activities across all areas of learning. They enjoy looking at books in the quiet corner and listen attentively to stories. Children develop skills for the future when they make marks as they play or practise writing their name, or use a computer to complete simple programmes. They develop their understanding of number when they count how many children are at the group that day, or work out how many are left when one is taken away during a story. They are fascinated as they investigate how the remote control dinosaur works and thrilled when they manage to make him move and roar. Children find out about the natural world when they grow plants in the garden, taking responsibility for watering them each day. They use their imaginations when they dress up and make tea in the home corner, or when they paint and cut and stick at the creative table. They join in with familiar songs enthusiastically and move their bodies to the actions during a music and movement session.

Staff make regular observations of children's achievements, but at the moment they do not consistently use these to identify next steps for children's learning in order to plan relevant and motivating experiences for each child. This means that although children take part in a wide variety of activities and are well occupied throughout the morning, activities do not always build on their existing knowledge and skills and offer them sufficient challenge and their progress towards the early learning goals is not effectively tracked.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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