

# Kiddiwinks Pre School Playgroup

Inspection report for early years provision

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**Unique reference number** 103817  
**Inspection date** 18/10/2011  
**Inspector** Karen Scott

**Setting address** Gillingham Methodist Church Hall, 100 Third Avenue,  
Gillingham, Kent, ME7 2LU

**Telephone number** 07752449018

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**Type of setting** Childcare - Non-Domestic

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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

Kiddiwinks Pre-School Playgroup is run by a voluntary committee. It opened in 1979 and operates from the Methodist Church Hall in Gillingham. All children share access to a secure outdoor play area. The pre-school mostly serves the local area. The pre-school is open each weekday from 9.15am to 11.45am and from 12.15pm to 2.45pm, four days a week during school term time. An optional lunch club runs from 11.45am to 12.15pm.

The pre-school is registered on the Early Years Register. A maximum of 32 children in the early years age range may attend at any one time. There are currently 40 children aged from two to under five years on roll, some in part-time places. The pre-school currently supports a number of children with special educational needs and/or disabilities. There are seven members of staff, all of whom hold appropriate qualifications to at least a National Vocational Qualification at level 2. One member of staff has achieved Early Years Professional Status. The pre-school is in receipt of funding for the provision of free early education for two, three and four-year-old children.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children play in an environment that staff help ensure is extremely safe and conducive to learning. Overall, there are excellent procedures in place to ensure this. Children flourish and are making excellent developmental progress. They develop substantial skills for the future in a setting where their uniqueness is highly valued. Staff are fully committed to working closely with parents and carers to successfully support children's learning and welfare. The pre-school has an extremely high capacity for continuous improvement and is ever evolving to improve outcomes for children.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending the written risk assessments for outings to include a wider range of hazards
- improving the organisation of lunchtime to extend children's awareness of healthy eating.

## **The effectiveness of leadership and management of the early years provision**

Children play in an extremely safe and secure environment. Risk assessments are comprehensive and robust. Before children start the pre-school, staff check that they are able to provide a safe environment, adapting it where appropriate to meet individual needs. Staff follow some excellent procedures to keep children safe while on outings, such as providing fluorescent jackets. However, a wide range of potential hazards are not included in their written risk assessments. The nominated persons for safeguarding ensure that their knowledge is up-to-date. All staff are thoroughly aware of the possible signs and symptoms of child abuse and the actions to follow should they have concerns. The staff work extremely hard to ensure that the environment is bright and welcoming every day. They display a wealth of photographs and children's artwork. Resources are accessible and are based on children's interests.

Continuous improvement is at the heart of the pre-school's ethos. All staff are thoroughly involved in evaluating their practice, valuing the views of parents and carers too. Self-evaluation is honest and lists ideas for improvement that will benefit the children. All ideas for improvement are acted on quickly and assessed to ensure that outcomes are positive. All staff regularly participate in a wealth of training opportunities, which they cascade to colleagues, helping them to offer up-to-date care.

Staff know all children exceptionally well, helping them to meet their individual needs. Gaps in children's learning are identified quickly and staff work very closely with parents and other early years professionals to help children progress. Children play with resources that promote diversity and they see positive images and words in different languages on display. Families share their cultural celebrations with all children, bringing in traditional costumes and books. Staff are highly committed to working in partnership with others caring for the children. They exchange information and share children's developmental progress, making plans to visit other early years settings where appropriate. They have an excellent relationship with local schools, helping to ease the transition to formal education. Before starting school, children are taken on regular visits and pre-school. Staff continue to visit when they have started to help the settling in process. Working together is successfully promoting children's learning, welfare and development.

Parents and carers are highly valued and welcomed warmly to the pre-school. Families enjoy the opportunity to stay and play, sharing any special interests with all the children. Children's developmental folders are taken home regularly for parents and children to add input and share in children's achievements. Parents regularly discuss their children's progress with staff. They work closely together to manage behaviour, agreeing on strategies to support children and each other. Overall, parents and carers are very happy with their choice of childcare, being highly involved in their child's educational programme.

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

Children show an extremely strong sense of feeling safe and secure at the pre-school. They have built firm relationships with staff and readily receive support when they are new to the pre-school. Children express how they are feeling and staff help channel their emotions in appropriate ways. Children are encouraged to take sensible risks in their play as they use the slide and climbing apparatus safely. Children develop high levels of independence as they use the bathroom, knowing they need to wash their hands without reminders. Children make choices about whether to play indoors or outdoors. They are aware of the cold and know to warm up by exercising and making their bodies into different shapes. Children take themselves to a comfortable quiet area for rest, being aware of their own needs. Snack time is an enjoyable social occasion when children eat a range of nutritious foods and receive close support from staff. However, lunchtime does not successfully meet all children's needs, as staff do not routinely sit with the children and talk about making healthy choices.

Children take pride in the pre-school and the local environment. They willingly tidy up and talk about how litter should be thrown in bins while on walks. Children are very confident and have high levels of self-esteem. They play cooperatively and share, drawing others into their play. Children extend their experiences bringing in items from home to share, including introducing their pets. They particularly enjoy taking home the pre-school teddy bear and sharing what they have been doing together.

Children participate in a diverse range of activities that support their learning across all developmental areas exceptionally well. Staff make excellent use of observations and assessments to plan the children's next steps in learning. Children are heavily involved in planning activities. They discuss with staff what they enjoy doing and what they would like to add to the experience. Children make choices about what they play with and move resources around to support their enjoyment and learning.

There are many opportunities for children to recognise and write their names, developing their early literacy. Mathematical concepts are successfully introduced into play. Children particularly enjoy using popular songs to think about adding and subtraction. Children use tools competently when creating with dough and often use knives safely to make their own sandwiches. They have access to a vast range of resources to build their physical skills. They understand the importance of regular exercise as part of a healthy lifestyle. Children use their imaginations to great effect through creative activities like role play. Staff extend resources, for example adding real hay and wooden fences to a farm set, to build on children's experience and knowledge. Children are active, inquisitive and independent learners who are developing skills that will prepare them exceptionally well for their next steps in learning.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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