

# Kiwi's Limited (Woodmansterne)

Woodmansterne Village Hall, Carshalton Road, Banstead, Surrey, SM7 3HU

<b>Inspection date</b>	12/11/2014
Previous inspection date	20/06/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff have a good knowledge and understanding of how children learn and develop. As a result, they plan interesting and challenging activities which meet the interests and needs of all children.
- The quality of teaching is good. Staff interact skilfully with children to enhance their learning, therefore supporting them to make good progress.
- Children's care, welfare and learning is significantly enhanced by the effective way the provider and manager lead the nursery.
- Staff work in good partnership with parents to keep them informed and to support children's home learning.

### It is not yet outstanding because

- Staff have not fully explored ways to encourage younger children to explore books and resources in the book area.
- Very occasionally, staff miss opportunities to enhance children's communication skills.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the hall. Staff talked with the owner, manager, staff and children at appropriate times during the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of staff suitability and safeguarding procedures.
- The inspector invited the manager to complete a joint observation.
- The inspector viewed the pre-school's self-evaluation form and discussed plans for continuous improvement.

## Inspector

Janet Thouless

## Full report

### Information about the setting

Kiwi's Limited (Woodmansterne) registered in 2005. It is one of three pre-schools run by Kiwi's Limited. The pre-school operates from Woodmansterne village hall, which is situated in Woodmansterne, Surrey. There is access to a main hall for four days a week and a smaller room on Thursdays. The pre-school has use of an enclosed outdoor play area. The pre-school is open from 9.15am to 12.15pm each weekday during term time, with an optional lunch club until 1.15pm on Monday and Wednesday. The pre-school is registered on the Early Years Register. There are currently 23 children on roll. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who have special educational needs and/or disabilities and children who speak English as an additional language. There are seven staff in total who work with the children over the course of the week. Of these, three staff hold relevant childcare qualifications at level 3, three are unqualified and one is a volunteer.

### What the setting needs to do to improve further

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

- extend the use of consistent questioning techniques to fully enhance children's communication skills
- develop the book area with age-appropriate resources to make it more inviting to younger children.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. Children's individual learning and development needs are well met because the quality of teaching across all areas of learning is good. Staff complete observations to understand children's learning styles and current interests and then use this information to shape the learning experiences they offer. This ensures teaching focuses on individual children's interests and the next steps in their learning. Staff's assessments of children include the prime areas of learning for the under three-year-olds and the required progress checks for two-year-old children. These assessments help staff to clearly identify any gaps, for example in speech and language development, and to tailor additional support to help children make further progress. Each child has a learning profile which contains photographs, observations and progress summaries, showing how well children are developing in readiness for school. Parents contribute to the written summaries and have opportunities to attend regular consultations to discuss

their children's progress in more detail. The pre-school uses a white board in the entrance to inform parents about the activities that have taken place that day. This means that they can use this information to help to continue their children's learning at home.

Staff support children's communication skills effectively during play and daily routines. During the inspection, for example, as children built with a selection of wooden bricks, staff asked questions to encourage children to think about how they were going to build and balance their structures. Therefore, staff supported children's critical-thinking and communication skills. However, very occasionally staff did not use purposeful questioning techniques to fully support children's communication skills.

Staff use key words with younger children and encourage repetition to develop their language. Staff focus on children's interests and use these as an opportunity to develop knowledge of language. For example, when children showed an interest in puppets, staff set out a puppet theatre. Therefore, successfully supporting children to initiate their own play and learning ideas. Staff recognise and join in children's well-developed make-believe play to offer challenge and extend their ideas to enhance their learning experiences. At the inspection, for example, in the play kitchen staff asked children to pass the spatula, saucepan and kettle gesturing to the well-placed picture labels to support children's imaginative play.

Children benefit from small group times they have with their key person when they share their news and stories. During registration time children answer their name and determine the day and weather, which supports their developing communication and language skills.

Staff provide a varied range of books to encourage children's early literacy skills. Children sit to look at books and enjoy stories being read to them. However, staff have not fully considered ways to make this area more interesting to younger children to encourage their early literacy skills. Children learn letter sounds through carefully planned activities, which staff target at supporting the older children. Pens, pencils and other tools are freely available and children use them to practise making marks on paper and develop their early writing skills. Staff support children's early mathematical skills through many good activities. Children are encouraged to sort teddies by size and colour, and conkers by numbers. Overall, children show that they have the key skills needed for their next steps in learning and where applicable, moving on to school.

### **The contribution of the early years provision to the well-being of children**

Children arrive happily and separate well from their parents. Staff welcome children, greeting them with great enthusiasm and offering hugs to support each child to feel emotionally secure. They ask children what they would like to do and encourage them to say goodbye to their parents. Children confidently hang up their coats and know where to put their lunch boxes. Therefore, children settle quickly at the pre-school and are keen to explore the interesting and stimulating play activities on offer. The key-person system works well, however children have a solid relationships with all staff members and will confidently approach any one of the staff for help or support if needed.

Staff are deployed well within the environment and supervise children closely so they remain safe. Staff create interesting areas for children to play in. For example, a construction area includes a range of tools and protective clothing such as hard hats. In addition, staff display posters and picture labels of construction sites to help children consolidate their play and learning. During the inspection, children who enjoy more physical play greatly benefited from using this area. They turned over large chunky vehicles and set about repairing engines.

Children are interested and occupied in play and, as a result, they behave extremely well. Clear guidelines and boundaries are provided by staff. They remind children to use kind voices and gentle hands with each other and to look after and share resources. Consequently, children are learning to manage their feelings and behaviour. Children know the pre-school rules and are encouraged to tidy after themselves. In addition, children know not to run but walk around the indoor environment. Therefore, keeping themselves and others safe.

Staff help children to understand about good health by engaging them in conversations during snack time on healthy food options. The children have access to fresh drinking water and eat a range of nutritious snacks to support their well-being. Children enjoy exploring the outdoor environments and immerse themselves in play in the mud kitchen mixing water, soil and sticks together. This allows children to explore different textures as they play. Children peddle trucks and bicycles, play balls games and enjoy the challenges of the stepping stones and climbing frame. This allows children to keep physically healthy and nurture their developing skills in coordination and balance during outdoor play. Children participate in many outings. They visit a local school to observe chicks that have hatched, visit a farm to observe animals in their natural environment and use the local bus for trips to the library. Therefore, children are developing their knowledge of their local environment and understanding of the world. Staff complete daily risk assessments of the indoor and outdoor environment and outings, which enables them to identify, remove or minimise any potential hazards. This helps the staff to keep children safe.

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

The provider, manager and staff team have a good understanding of the requirements of the Early Years Foundation Stage. Staff understand their roles and responsibilities to protect children. Staff have current training in safeguarding and child protection and know the procedures to follow should they have any concerns about a child. The majority of staff hold paediatric first-aid certificates and are confident in dealing with accidents and the recording of them if necessary. These practices help staff to protect children's health and welfare.

Recruitment and induction procedures are robust and help to ensure that all those working with the children are suitable to do so. Staff benefit from an induction, which ensures they are quickly aware of the routines, policies and procedures that apply to the pre-school.

The manager implements regular supervision meetings and annual appraisals with staff to help ensure their ongoing suitability and to identify any future training needs. Staff have a strong commitment to improving their understanding of good-quality childcare by attending courses that have a positive impact on the care and education of children. For example, the manager has attended training to update her knowledge on promoting children's speech and language skills and special educational needs and disability training. This means that she can work with children with additional needs to help them make good progress. This effectively promotes continuity of care and learning and helps to ensure that no child is disadvantaged.

The provider and staff team are genuinely passionate about providing high-quality care and education for children. Staff work together to plan activities for the children but place a high importance on following children's interests. This results in children enjoying activities that are purposeful, relative to their current interests and meet their needs. The senior staff team monitors the educational programmes to ensure children receive a good range of experiences that help them to make good progress towards the early learning goals. The provider and staff team have recently completed the self-evaluation form to highlight the strengths of the pre-school and also to include clearly identified areas the staff team wishes to improve. For example producing a photographic book of equipment for children to make independent choices on what resources they would like to play with. They also plan for staff to access more training to further develop their skills working with the children. The provider and staff also take account of advice that is provided by the local authority support officer. This shows their commitment to continuously develop the provision and provide better outcomes for children.

Staff work well with parents and provide them with a good range of information about their children's care and learning. Parents receive newsletters and emails that keep them informed about the pre-school's activities and special events. Parents and carers state that their children enjoy coming to pre-school and that staff are very good in supporting their children's use of language and establishing friendships. Parents are encouraged to contribute towards their children's learning profiles and enjoy attending events at pre-school, such as informative coffee mornings. The staff work well alongside other professionals as necessary to deliver appropriate interventions for children in need of additional support. This helps to ensure that all children receive continuity in their care and learning.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY316854
<b>Local authority</b>	Surrey
<b>Inspection number</b>	815044
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Kiwi's Limited
<b>Date of previous inspection</b>	20/06/2011
<b>Telephone number</b>	07899 654 463

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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