



## All Smiles Pre-School Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	403574
<b>Inspection date</b>	23 January 2007
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<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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](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 satisfactory.

### WHAT SORT OF SETTING IS IT?

All Smiles Pre-School was registered in 1996. It operates from the classroom and main hall in the Rosehill United Reform Church, which is located in the Great Lever district of Bolton. The pre-school serves the local community and beyond. A maximum of 20 children may attend at any one time. It is open each weekday from 09.00 to 15.00 term time only. The children have access to a secure, enclosed, outdoor play area.

There are currently 28 children aged from two to under five years on roll. Of these, 18 receive funding for nursery education. The pre-school currently supports a number of children with disabilities and also a number of children who speak English as an additional language.

The pre-school employs five staff. Of these, four staff, including the managers, hold appropriate early years qualifications and one member of staff is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are cared for in a clean, suitably maintained environment and stay healthy because staff exercise appropriate hygiene practices. Cleaning rotas are in place and surfaces are regularly wiped down with anti-bacterial spray before and after children have eaten or after messy play. Young children are becoming aware of basic hygiene routines, as they are encouraged to wash their hands at appropriate times of the day, such as before eating and after toileting. A clear sick child policy is implemented to protect children from the risk of cross infection and promote their health. Staff are trained in first aid and appropriate records of accidents and medication are maintained. However, parents are not requested to countersign medication records to acknowledge the entry and this may put children's health at risk.

Children take part in and enjoy a balanced range of activities that contribute to keeping them healthy. They benefit from fresh air and exercise and have lots of opportunities to enjoy themselves and develop their physical skills in the outdoor area. These sessions enable children to develop their coordination skills as they run, jump, manoeuvre between the cones, ride bikes and practise their ball skills. Children are able to rest according to their needs. For example, children sit in the quiet area of the room and rest their bodies when they are hot or tired.

Children's dietary needs are met because staff gather information from parents about their children and take this into account when planning snacks. The children learn about healthy eating and foods which are good for them through activities, such as the 'fruit cafe'. Mealtimes are relaxed, social occasions, where staff and children sit together and enjoy each other's company. At snack times children choose from the selection of drinks provided and pour their own into suitable sized beakers. This helps to promote children's independence. However, children do not have independent access to fresh drinking water throughout the day to quench their thirst.

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

The provision is satisfactory.

Staff are, for the most part, effective in ensuring that the premises are kept safe and secure. Children self select equipment and activities from a balanced range of easily accessible resources around the room. Consequently, they can move confidently around the premises, developing their independence and learning to keep themselves safe. For example, children are reminded not to run indoors or push as they may hurt someone. However, a large patch of easily accessible ivy in the outdoor play area may pose a risk to children. Staff talk to the children about keeping safe as part of regular discussions and use topics to develop their understanding. Visits from the road safety officer encourage children to understand the correct procedures to follow when crossing the road and helps them begin to take responsibility for their own safety.

The staff demonstrate a sound understanding of child protection procedures and how to keep children safe. They generally understand their role in protecting children and use this knowledge

to promote the children's well-being. However, parts of the child protection policy have not been updated in line with current guidance and as a result children may be at risk.

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

The provision is good.

Children are relaxed, happy and secure in their surroundings. Good settling-in procedures ensure a smooth transition between home and the pre-school. A well established key worker system means children benefit from consistent staff members and develop healthy relationships with key people. This enables them to become absorbed in the range of activities provided. They are confident, interested and enjoy their time at pre-school. The children make good progress in all areas of development. Staff are increasing their understanding of the 'Birth to three matters' framework and plan activities accordingly. They record their observations and assessment of children under three years and plan for the 'next steps' of learning. As a result, planning is based on what children already know and can do, which helps their progress.

The organisation of the sessions provides for individual children's needs, ensuring all children are interested and motivated. Children make choices about their play, selecting activities and resources from the range available. This helps develop their independence and self-esteem. They enthusiastically act out roles using small world play and role play activities, such as a take away shop serving pizzas and kebabs. Following a visit from the dental hygienist, they enjoy playing in the 'dentist's surgery'. They are supported to extend and try out new skills, such as using the computer and helping to make an igloo.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff's knowledge of the Foundation Stage provides opportunities to enable children to progress in all areas of development. Children use their imagination during role play activities, making up simple stories. They are developing good concentration skills and have access to tools and materials to make models. However, children do not have independent access to a good range of materials which allows them to explore ways of joining things together. Children are beginning to understand the meaning of print and enjoy looking at books, listening to stories and reading to each other. Writing materials are accessible throughout the session. However, children have limited opportunities to attempt writing for their own purposes as writing materials are not readily available in all areas of the provision. Children are confident and engage well with each other and visitors, sharing their achievements. Their behaviour is good and reflects the staff's high expectations. Children take turns, share and negotiate roles in games. They are successfully supported to learn how to manage their own behaviour and respect others. They enjoy learning about the lives of others through topics and planned activities. For example, they talk about their siblings and when they went to the zoo. Children are introduced to number and problem solving through daily activities, counting and sorting as part of daily routines, when using the computer and action rhymes.

Staff use information from parents to help them establish what children know and can do on entry and their own observations to monitor children's progress. Children are not always challenged sufficiently as staff do not consistently use open-ended questions to extend children's

language and develop their thinking. They value what the children say using positive responses, displaying their work attractively and promoting their self-esteem.

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

The provision is satisfactory.

Staff work in partnership with parents to make sure children's individual needs are met. They find out about children before they start at the pre-school. Regular discussions at the beginning and end of the day ensure children receive continuity and consistency of care. There are a variety of resources which promote equality of opportunity including jigsaws, multicultural and disabled play figures and dolls. Meaningful experiences, such as making flags of different countries help children to learn about the wider world. They learn about and taste different foods from around the world including burgers from America, kebabs from Turkey, curry from Pakistan, paella from Spain and pizza from Italy. All children are welcomed in to an inclusive environment. Children's spiritual, moral, social and cultural development is fostered.

Children are well behaved. Staff manage their behaviour, using strategies that are consistent and appropriate to children's age and stage of development. The pre-school children are learning about being kind to each other. Wrapping up the dolls well as 'it is cold outside today' helps children develop an understanding about caring for one another. Staff treat all children with individual care and respect; they speak to children in a calm and gentle manner. Children's contributions are valued and their achievements celebrated, which promotes their confidence and self-esteem.

Children benefit from the positive relationships that staff develop with parents in respect of their care. An effective settling-in procedure and key worker system helps children settle quickly. All the required details on individual children are recorded by staff. Policies and procedures are displayed in the entrance for parents to see. A notice board and regular newsletters keep parents up to date about the provision. Effective communication systems are in place, which include a comments book, annual questionnaire and a daily verbal exchange of information. Parents speak highly about the provision. They value the caring, friendly, approachable staff and the child-friendly environment. The complaints procedure is shared with all parents but this has not been updated to reflect recent changes in legislation.

The partnership with parents and carers of children who receive funding for nursery education is satisfactory. They are warmly welcomed into the pre-school room at the beginning and end of the day, receive daily feedback about their children and bring in items from home to support activities. However, an effective system for parents to formally discuss with staff their child's progress is not yet in place. This limits their involvement in children's learning.

### **Organisation**

The organisation is satisfactory.

Space is suitably organised to provide children with a balanced range of activities. Children benefit from high staff ratios, which ensures they receive individual care and attention. Most

of the required documentation is maintained to meet the National Standards which ensure the safety and welfare of children.

Children are protected because staff are appointed through generally sound recruitment and selection procedures. However, procedures are not in place to monitor their on-going suitability to work with children. An initial induction procedure ensures staff are clear about the policies and how to implement these. Children benefit from a well qualified staff team who work well together. Regular support and meetings help to identify staff training needs. The management place a strong emphasis on working towards a highly skilled staff team. Staff are encouraged to attend regular training for their professional development, which contributes towards positive outcomes for children.

Leadership and management of the nursery education is satisfactory and contributes to the children's progress towards the early learning goals. Regular staff meetings and staff training contribute towards the professional development of staff. The manager is aware of the issues that need to be addressed and areas for further development to improve the quality of nursery education that the setting offers to children. There is a strong commitment to continuous improvement and providing high quality childcare.

Overall, the provision meets the needs of the range of the children for whom it provides.

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

Following the last inspection the provider agreed to: make improvements to the registration and medication procedures; update the child protection statement to include allegations against a member of staff and ensure the designated person attended child protection training.

The provider has addressed all the improvements requested at the last inspection. These improvements ensure that children are cared for in a safer environment.

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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take 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 satisfactory.

## 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):

- ensure that fresh drinking water is available to children at all times
- ensure hazardous plants in the outdoor area are made inaccessible to children
- update the child protection policy and complaints procedure to reflect recent changes in legislation
- ensure parents sign the medication record to acknowledge the entry and implement procedures to check the ongoing suitability of staff.

### **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):

- provide children with independent access to a good range of materials which allows them to explore ways of joining things together
- further develop staff's questioning skills to ensure children are suitably challenged
- ensure mark making materials are available throughout the provision to encourage children to write for a purpose and further develop their writing skills
- provide opportunities for parents to formally discuss with staff their child's progress.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)