



# Smiles and Giggles Nursery School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY339935
<b>Inspection date</b>	14 March 2007
<b>Inspector</b>	Annie Williams
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<b>Registered person</b>	Jenny Stembridge
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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?

Smiles and Giggles Nursery School is a privately run nursery which opened in 2006. The nursery operates from four rooms in a converted shop in the St Peter's area of Broadstairs, Kent. A maximum of 32 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 32 children aged from birth to under five years on roll. Of these, five children receive funding for early education. The nursery has experience in supporting children with learning difficulties and disabilities [LDD], and children who speak English as an additional language.

The registered provider is qualified in early years and employs six early years practitioners. Of these, four hold appropriate early years qualifications and one is working towards a qualification. The nursery receives support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children receive a superb range of fruit to choose from at snack time. As a result, they experience a variety of tastes and textures and learn that fruit is good for you. Drinks also encourage children to make healthy choices between milk and water. Children are able to access drinks throughout the day at nursery because they all have their own water bottle that is easily accessible.

The environment is clean to enable children and babies to play safely. Particular attention is paid to cleanliness in the baby unit to ensure babies are protected from cross infection. Effective procedures are in place to sustain good levels of hygiene for example, practitioners wear aprons and gloves for nappy changes. Even the babies learn about the importance of hand washing through the daily routine because they regularly wash their hands.

There is sufficient staff on duty with up-to-date first aid training and parent's written permission is obtained to enable the setting to seek emergency medical advice or treatment. Consequently, practitioners are able to act in the best interest of the children and babies in the event of a serious accident or medical emergency. Accident records are in place and provide parents with useful relevant information about their child's care at the setting. However, medicine records lack information if medication is not actually given.

Children love to be outside in the garden; they run and play, ride on wheeled toys, chalk and play in the sand. Occasionally children have a choice of inside/outside play. Children enjoy activities that involve large muscle movements but these do not appear frequently in the planning to track children's development and ensure that they are sufficiently challenged in areas of physical development. Babies enjoy physical play and they receive plenty of opportunities to hone their physical skills; they crawl, roll, throw balls, climb the small climbing frame, and manoeuvre themselves out of the ball pool. They go out every day in the outside play area to get some fresh air and experience the outdoor environment.

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

The provision is good.

The premises are safe and secure; careful thought has been given to babies and children's safety through an intercom system whereby practitioners can see who is at the gate via the television. The baby unit and the main nursery are brightly decorated with a range of displays, posters and children's art work. Consequently, the environment is welcoming to all. The outside area continues to evolve. Careful thought has been given to providing children with a pleasant space outside to promote their welfare, learning and play. For example, a seating area is in

place and coloured glass pebbles are set in the floor to add to children's exploration. In addition work has begun to provide an outdoor sand pit and safety flooring.

Toys and resources throughout the nursery are clean and in good condition because practitioner's take time to wash the toys and sometimes involve the children. Special attention is paid to the cleanliness and safety of the toys and equipment in the baby unit to enable babies to explore safely. Fire drills are carried out periodically and fire detection equipment is accessible in all areas of the building. This means that babies, children and adults can evacuate the building safely.

Children know which adults in the setting are safe people to go to as all staff wear a polo shirt with the nursery logo. Children's welfare is safeguarded because all practitioners have a sound knowledge of child protection.

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

The provision is satisfactory.

A range of suitable activities are provided for babies by practitioners who are knowledgeable of the Birth to three matters framework and how babies develop. Babies have fun at the nursery; they are becoming sociable because practitioners introduce little games such as 'Peek-a-Boo' which makes the babies laugh out loud. Babies respond to the positive interactions from practitioners who are kind and caring. They enjoy a range of play that enables them to explore and investigate; for example, custard, pasta, sand and water. Babies smile, gurgle, point, and babble as they delight in sensory exploration and mess making.

Lots of mark making takes place in the baby unit with a variety of different materials such as custard, corn flour, jelly, flour and water; practitioners draw babies' attention to the marks that they make. Babies' individual needs and likes are used successfully to inform the planning; for example, a child who is displaying an interest in things that rotate has prompted practitioners to plan using resources that rotate, such as rolling pins and cars in a painting activity. Babies know their own routine for example; when they feel tired they go to the gate of the sleep room. Practitioners know the babies really well and adapt the routines to suit them. Mirror play is a regular feature of the routine so that children are able to find out what they look like and who they are. However, when two year olds move into the main nursery practitioners are less knowledgeable and are using the Foundation Stage. Consequently, activities are not always appropriate.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Practitioners have a sound knowledge of the Foundation Stage and how young children learn. As a result, children are making satisfactory progress along the stepping-stones towards the early goals. Planning and assessment continues to evolve. As yet, not all practitioners are involved in the planning process and the activities are not always successfully prepared. As a result, not all practitioners are clear about the intended learning objectives of the planned activities and children spend un-necessary time waiting. The planning is based on a theme and then a chosen learning objective is identified. However, planned activities are not informed by observations made on children based on what

children know and can do and what they need to learn next. Planning does not yet contain any differentiation so that children are suitably challenged according to their individual learning needs. Observations are undertaken by practitioners but the development records are not frequently up-dated to reflect an accurate picture of children's progress.

Children arrive happily to the nursery. They separate from their main carer easily and go off to play. Children receive some opportunities to develop independence such as visiting the toilet. The environment is beginning to be prepared to promote independence, such as labels and transparent units for children to see what is inside. However, some equipment is out of children's reach and children are not involved in independent self-selection. Further opportunities to promote children's independence are not yet fully explored, such as, snack time. Children show kindness and consideration to others and are beginning to take care of their environment. They clearly enjoy a range of books and spend time looking at books with adults and their friends. The environment reflects the importance of print through labels, signs and notices, but, practitioners do not often point out print to the children.

Children gather together each day and hear their names called with the song 'Where are you?' They learn to recognise their names because they see them every day on their drink bottles. In addition children select their name at circle time and place it on the 'we are here today wall'. Children receive opportunities for mark making such as painting, chalking and corn flour play, but practitioners do not encourage children to label their own work. Children receive less opportunity to write for a purpose in the context of their role play and although there is a writing area, this is not well defined and as a result children are not frequent visitors. Counting is a regular feature of the session; for example, children count how many pieces of fruit the hungry caterpillar had today. Practitioners introduce language such as big and small during play time. They talk about shape as they make peppermint creams such as circle and semi circle. There is a maths area with plenty of attractive equipment. However, some of the equipment is too high up for children to reach and explore freely. Children explore space and shape through completing puzzles and filling and emptying containers in the sand and water, but simple calculation and measure is not routinely introduced during children's play.

Children have explored growth and change through growing beans and have chances to investigate wet play such as, corn flour and pasta. There are some opportunities for children to explore simple technology, for example, through resources in the home corner. There is a computer to support children's learning but this is currently broken. Children really enjoy the musical instruments; they bang, squeeze and shake a variety of instruments. The pre-cut/drawn displays on the walls and the mother's day cards clearly show practitioners hard work but this does not allow children to represent their unique perception of the world. Children are involved in role play; they make sense of the world by playing in the home corner, for example, by making dinner for teddy, and pouring and pretend to drink from the cup.

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

The provision is satisfactory.

Children are happy and settled at the nursery. They respond positively to practitioners praise and encouragement and are well behaved. Practitioners discover from parents what their babies like and what comforts them. Consequently, babies are settled. They find out about the wider

world through regularly outings into the local environment, for example, they go to the local park. Children are encouraged to show appreciation of other cultures and beliefs, for example by investigating different foods, looking at books with different writing and dancing. Children's personal cultures are successfully acknowledged by practitioners who find out from parents routines, dietary requirements and language spoken at home. A special educational needs coordinator is in post within the setting and is able to provide the necessary support to practitioners in caring for and teaching children with LDD. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers of funded children is satisfactory. An attractive display at the entrance of the nursery informs parents about policies and procedures such as, the complaints procedure, poster and child protection procedure. Parents are happy with the care provided for their children and are greeted warmly by the friendly practitioners. They receive a prospectus which details the educational programme and a contact sheet gives parents general information. Recent questionnaires have been sent out to parents to find out parents views to inform any future changes. This promotes a positive partnership with parents and the setting. Parents have not yet seen their children's development records and practitioners do not establish children's starting points from parents. As a result, opportunities for parents to share what they know about their child and become involved in their child's learning are limited.

### **Organisation**

The organisation is satisfactory.

Overall the provision meets the needs of the range of children for whom it provides. All adults working at the setting have undergone checks to establish their suitability and more than half hold an early year's qualification. Recruitment procedures are in place to ensure that practitioners are suitable to work with children. The registration certificate is displayed and the attendance register confirms that the provider complies with the conditions of registration.

Routine includes elements to enable the children to be involved in rigorous play, quiet play, meal times and rest. However, on occasions children spend too long waiting and many changes in routines interrupt children's play. All the required policies and procedures are maintained, understood by staff and stored securely. This ensures the safe and efficient management of the setting and the welfare, care and learning of children.

The Leadership and management of the setting is satisfactory. Practitioners work well together and are a happy team. They meet regularly and work hard to provide a balanced range of activities for the children. Planning and assessment is evolving. Systems to monitor review and evaluate the educational programme and the children's assessment records are not yet fully effective to ensure children are sufficiently challenged in the educational programme.

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

Not applicable.

## **Complaints since the last inspection**

Since registration 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):

- re-organise the routine in the main nursery so that children do not spend too long waiting [also applies to education]

#### **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):

- give children the choice to play inside or outside and ensure that outside play features on the planning [applies to care in the main nursery also]
- ensure that the environment is carefully prepared and further develop children's independence through self-selection and snack time [applies to care in the main nursery also]
- ensure that development records are completed regularly and that observations are used to identify children's next steps in learning
- use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child [applies to care in the main nursery also]
- continue to improve the partnership with parents by introducing systems to involve parents in establishing children's starting points, providing frequent opportunities to access their children's development records and enabling them to contribute to their children's development records
- improve leadership and management by setting in place rigorous systems to monitor, review and evaluate the educational programme.

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