



Smilers Ltd., Wainscott School

Inspection report for early years provision

Unique Reference Number	156085
Inspection date	06 October 2005
Inspector	Mary Van De Peer
Setting Address	Wainscott Road, Wainscott, Rochester, Kent, ME2 4JY
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Registered person	Keren Everett
Type of inspection	Integrated
Type of care	Full day care, Out of School 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.

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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Smilers Ltd Nursery & Out of School is one of two nurseries owned by Keren Everett. It opened in 2001 and operates from two rooms in a purpose built mobile and two rooms in a main building. It is located on a school site in Wainscott, Rochester, Kent. A maximum of 70 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 17:30 all year round. All children share access to secure enclosed outdoor play areas.

There are currently 260 children aged from birth to under 8 years on roll. Of these, 82 children receive funding for nursery education. Children come from the local and wider community. The nursery has supported a number of children with special educational needs in the past. There are currently three children attending who speak English as an additional language.

The nursery employs 14 staff. There are 13 staff, including the manager and supervisors, who hold appropriate Early Years qualifications. There is one member of staff working towards a qualification.

The nursery is a member of Pre-School Learning Alliance. (PLA). They also receive support from the Local Authority. The nursery is participating in a pilot project 'Partnership with schools'.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children attending the Breakfast Club enjoy choosing what to eat from a wide selection of healthy cereals, fruit, yoghurts and drinks. Children are able to serve themselves a drink of water from a dispenser. They also have fruit for a mid-morning snack. If children have special dietary requirements, these are taken into account when planning any snacks offered to them. Colin the tortoise, which is soft toy, is used positively by staff to encourage children to learn about healthy eating. The children enjoy talking with Colin and this is helping parents provide more healthy options in children's lunch-boxes. These are always stored in a cool place.

All the children can enjoy a variety of physical activities both indoors and outside. They spend regular periods out in the fresh air throughout the year. They are able to run around and learn how to balance, ride bikes and play with hoops and balls. Children are continually encouraged by staff to use their imagination in their play. They show great enthusiasm when they take part in action rhymes and take great pride when they get the actions right. Children are starting to understand how their bodies work. They know to rest when they get out of breath or feel tired. Children and babies are able to sleep when they need to. Good account is taken of the Birth to Three Matters framework. Babies health and physical skills are promoted very well.

The nursery has effective procedures to help prevent the spread of infection. Children are encouraged to wash their hands regularly. If children are unwell or have an infectious illness, parents know they must not attend the nursery.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The nursery environment is generally child friendly. The security and safety of the children is regarded as very important by the owner and staff. Children have easy and safe access to a good range of toys and resources appropriate for their age.

Good staff interaction helps develop children's awareness of safety within the setting. Soft furnishings allow babies to crawl without hurting themselves. Babies and young children learn simple rules that help keep them safe when they are playing. Although there are safety measures in place, children can gain access to the kitchen areas when safety gates are not in place.

There are good systems in place for the safe arrival and departure of children. The premises are secure, preventing access from any unwanted visitors. A good deployment of staff means that children are well-supervised. Regular fire drills help children become familiar with the procedures so they learn how to leave the premises quickly and safely. Staff carry out risk assessments to check areas are safe for children to play in. Should children have an accident or require medication administered, this information is clearly and properly recorded. Parents also get a copy of each entry about their child. Effective child protection procedures promote and safeguard children's welfare within the setting.

Helping children achieve well and enjoy what they do

The provision is good.

All the children thoroughly enjoy their time in the nursery. Children under three explore and experiment through a range of activities that are appropriate for their stage of development. Babies and young children gain much from being together. They learn to communicate and develop good relationships. Staff encourage young children to express their thoughts and feelings, repeating their responses is encouraging their use of language. Children join in action songs that is helping develop their co-ordination. Staff are able to use their knowledge of the Birth to Three Matters framework and the Foundation Stage, to benefit all the children in their care. Children's independence is being promoted by staff, by allowing them to investigate and do things for themselves. Most of the toys, resources and activities are within reach of the children, encouraging them to make choices in their play. The staff have developed close and caring relationships with the children. This helps to increase the trust, self esteem and confidence of the children. Children are beginning able to make sense of the world around them, with the help of many positive images and resources. Younger children are able to touch and explore different textures through their play.

Nursery Education

The quality of teaching and learning is good. Children are making good, consistent progress in the six areas of learning. They can access a wide range of stimulating resources and activities. The children are keen to learn and confident enough to try new experiences. Children are very independent. They see to their personal needs such as using the toilet, washing hands and deciding when to have their drink and snack. Children are developing good relationships and get on well with other children and adults. They understand the need to take turns and share when playing together. Children are confident speakers and are developing good listening skills. Older children are starting to negotiate in their play, for example discussing how they are going to build a train track together. There are positive images of other people and

their lives throughout the nursery, for example posters and books. This helps children understand about the differences in today's society. Children's behaviour is very good and they respond well to guidance from staff. They understand and play within the rules of the setting. This helps ensure a happy and harmonious atmosphere in the nursery.

Children work well and effectively together, for example helping each other roll out a large piece of play dough. Children can count well and use numbers in many aspects of their play. Size, quantity and shape is looked at in sand play and cutting out cardboard shapes for the animals, some of the children are making. More able children are able to name the shapes. They are also able to mix different coloured paint together, to make another colour they want to use. A cosy and welcoming book area means that children can be comfortable and enjoy looking at various types of books on their own or with someone else. Some of the resources are planned to reflect the current topic, for example animals. Children have great fun when they join in the action rhymes and songs. The staff all join in and less mature children are appropriately encouraged to copy the movements. Outdoor play features in everyday routines. Children learn to play in teams as well as continuing to develop their physical skills. However, the children may have been more encouraged to look around them when they were outside, for example to talk about the puddles and colour of the sky after the rain.

Staff ensure they find out about children's interests, needs and skills. They use this information to help children achieve and develop. The curriculum plans are used flexibly by staff. This helps children learn and progress more at their own pace. The observations made on the children, enable staff to monitor and evaluate children's achievements. This leads to children being able to confidently follow the next steps in their learning.

Helping children make a positive contribution

The provision is good.

All children play a full part in the nursery. Staff value and respect their individual personalities and backgrounds. children's behaviour is very good. The older children often help the younger ones in their play. This results in a happy and caring environment in which children can develop confidence, self-esteem and respect for others. Staff are on hand to encourage children to be patient and learn to share. There are clear boundaries set, which all the children benefit from. They show a good understanding of right and wrong.

There are interesting visitors to the nursery, outings and a wide range of resources which help the children learn about their community and the world around them. Staff organise stimulating activities and interesting topics for children to participate in. They are beginning to find out about how other people live and work. This means that children's spiritual, moral, social and cultural development is being fostered well.

The nursery's partnership with parents is outstanding. Parents are eager to confirm how pleased they are with their children's progress at the nursery. They are also delighted with the regular information they receive about how the nursery operates.

Parents are aware of the nursery's policies and procedures, an explanatory leaflet gives brief summaries of policies and procedures. The staff are always looking for new and different ways to provide news for children, parents and carers. The information on the well-organised and colourful notice boards are changed frequently. Parents state how they look forward to seeing what is on them and how it affects themselves and their children. Excellent questionnaires ask parents for appropriate and effective information which is quickly acted upon, for example how the nursery could be of more help to parents in their daily lives. This contributes greatly to the children's well-being and continuity of good quality care.

The holiday club for school age children gains as much information as possible from the children, about their likes and what they are keen to experience. Photographs show the wide range of exciting and interesting events children take part in together.

Organisation

The organisation is outstanding.

Leadership and Management is outstanding. The children benefit from an extremely enthusiastic, dedicated and well qualified owner and staff. Management have very clear objectives and defined roles and responsibilities. They evaluate practice constantly to ensure continual improvement in the outcomes for children. The staff recruitment and induction procedure is very good. The retention of staff is also very high as the nursery has such a happy, caring and productive environment. Regular appraisals identify any training needs and staff are actively encouraged to enrol on relevant courses. In-house training also take place, which richly contributes to the consistency and quality of care provided to all children attending.

Children are very well grouped and the key worker system ensures all children throughout the nursery, receive appropriate support and care. All the areas in the nursery are carefully organised to ensure maximum space and staffing is effectively used. Children are also able to play outside several times during the day. Children are very happy, settled and confident in the child-friendly environment.

All the documentation required for the safe and effective management of the nursery is in place. This contributes to the welfare of the children. The owner is pro-active in monitoring, assessing and reviewing all aspects of the nursery's operation. This leads to a continuous programme of improvement and development in the care and education provided. There are extremely detailed, but user-friendly, policies and procedures which are easily available for staff and parents. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The nursery has many positive images of the diversities in today's society. Children are able to learn about the different people in the local community. The children can play with the wide range of resources available to them. They can use their imagination and ask questions to extend their knowledge and understanding of the world around them. Some of the children are also able to form recognisable letters

from their names. They enjoy being able to write their own names on the work they produce. Simple mathematical language is used by children when they are playing and experimenting with practical activities such as sand, water and number games.

Complaints since the last inspection

The complaint related to Standard 9: Equal Opportunities. It was alleged that a child had been excluded from the setting following a dispute with a parent, regarding opening times. Ofsted investigated the complaint by requesting the provider to complete an internal investigation. The provider completed their report and Ofsted reviewed and noted the content. The provider also provided a copy of their equal opportunities policy. Ofsted completed this investigation and has taken no further action. The provider remains qualified for registration.

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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 all areas of nursery are checked more regularly for safety

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):

- consider further extending children's knowledge and understanding, by adults asking them more leading questions.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk