

Westwood Smarties

Inspection report for early years provision

Unique reference number

EY387511

Inspection date

18/11/2009

Inspector

Marina Anna Howarth

Setting address

Grasmere Childcare Centre, Grasmere Crescent, Winton,
Eccles, Lancashire, M30 8DN

Telephone number

0161 7891975

Email

amanda@westwoodsmarties.co.uk

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Westwood Smarties pre-school is a committee run facility which registered in 2008. The setting operates from a single-storey building in the Winton area of Salford. The setting comprises of two playrooms, a community and sensory room, office and kitchen, with associated facilities. There is a fully enclosed outdoor play area. Access to the setting is at ground floor level. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting is registered for a maximum of 44 children under eight years at any one time. There are 41 children on roll. Children attend full- and part-time places. The setting opens Monday to Friday during term time only from 9.30am to 3pm.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a safe and stimulating environment where their individual needs and interests are considered and met. There is a balance of planned, purposeful play incorporating adult-led and child-initiated activities. As a result, children are confident, active learners with good concentration skills. Staff demonstrate a sound understanding of the Early Years Foundation Stage and deliver many aspects well. However, systems to identify children's next steps in learning are currently at the early stage, which impacts how children's progress is assessed. There is a secure partnership with parents which ensures consistency of care is provided. The management team has effective systems in place for monitoring and evaluating practice as well as identifying key strengths and areas for further improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop the observation, assessment and planning systems to ensure that the staff team are fully confident in its delivery and to ensure each child's next steps in their learning and development are identified and met
- improve opportunities for all children to explore and learn in a challenging outdoor environment.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust, frequently reviewed and understood by all staff. Effective procedures are in place for identifying any child at risk of harm and liaising with the appropriate child agencies. All staff are involved in conducting regular risk assessments both on the premises and for individual

outings, minimising potential risks. As a result, children have access to a safe and secure environment and are actively encouraged to be safety conscious without being fearful. For example, they are familiar with fire evacuation procedures which are practised on a regular basis, and they are aware of the importance of washing their hands so the germs do not make them poorly. Clear induction processes and robust vetting procedures ensure all staff are suitable to care for children.

Effective self-evaluation systems, which involve all staff, provide an accurate diagnosis of the strengths and weaknesses of the setting. This enables the management team and staff to monitor the service they provide. All actions raised at the previous inspection have been met and, as a result, impact is evident in most areas. For example, all staff have developed a sound understanding of the Early Years Foundation Stage. They have attended relevant training and there is evidence of their beneficial impact on children's welfare, learning and development. Managers are confident about what the setting needs to do to improve further and are committed to continual development of the setting's practice. However, the outdoor play area currently offers limited opportunities and experiences for children to explore, use their senses and develop their gross motor skills as resources and opportunities are insufficient. This has been identified as an area which requires developing and there is a clear, informative action plan in place to address this. The Early Years Foundation Stage assessment process has also been identified as a priority for continual development, to enable suitable steps to be taken to close identified achievement gaps.

Relationships with parents are clearly established, ensuring each child's needs are met. The setting operates effective systems to seek the views of parents and ensures these are used to inform important decisions about the setting. Parents are kept well informed about their children's achievements, well-being and development and they are actively encouraged to contribute to their children's learning journal. The management team is committed to establishing and maintaining effective communication with other providers and agencies supporting children. As a result, consistency of care is maintained, promoting children's achievements and well-being.

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

Children have access to a safe, secure, yet challenging, environment which contains a wide range of resources which are appropriate, well maintained and easily accessible. For example, resources are located in low-level storage which is clearly labelled with pictures and words, promoting children's independent skills and freedom of choice.

Staff have a sound understanding of the Early Years Foundation Stage learning and development requirements. They support children's learning in the nursery through effective interaction as they ask open-ended questions and take a keen interest in what children say and do. Children are encouraged by staff to be active learners. Their interests are considered in the planning process, which results in play being predominately child initiated. For example, when children showed an

interest in using scissors, staff offered them opportunities, through planning, to use scissors with the dough; they purchased special scissors which are easier to use to enable children to develop their cutting skills in a safe way. As a result, children have more control, using the scissors effectively. Children are interested in their play and are absorbed in finding out about the world through explorations, investigations and questions. For example, children enjoy using magnifying glasses to explore their environment. They drip paint in puddles and watch the colours merge. They instigate making food with the dough, which prompts conversation about what kinds of food are healthy. This progresses to them cutting out pictures of healthy foods and creating collages. Children enjoy engaging in a variety of role play activities; they dress up, cook dinner, write shopping lists and play with small world figures. They enjoy mark making, which is presented to them in a variety of ways, such as painting, chalking and using wipe boards and pens. Children access a variety of books in the cosy book area where they are able to relax in comfort. Staff present stories in a variety of ways, involving the children, using story sacks as prompts and inviting the local librarian to the setting to share stories. As a result, they are discovering that print has meaning. Children are learning about diversity and develop their understanding of the wider world as they access a range of resources depicting positive images and learn about other cultural festivals. They taste food from different countries and become familiar with different utensils, such as chopsticks. As a result, they are learning to value and respect differences in a positive way.

Recently developed assessment systems enable staff to identify children's starting points and conduct observations. However, systems to identify learning priorities and meaningful links between children's next steps in learning are not consistent. Consequently, there is limited evidence to demonstrate the progress individual children are making.

Children behave well as they are encouraged to respect each other and value each other's needs. They share, take turns and support each other as they begin to form friendships. Staff acknowledge children's accomplishments through praise and award systems. Healthy lifestyles are positively promoted through regular opportunities to engage in outdoor play for fresh air and exercise. Children learn how to be healthy and develop their independence by following consistent routines, such as washing their hands after visiting the toilet. They learn about healthy eating as healthy snacks and meals are provided, which is supported with explanations and activities where children are involved in baking and encouraged to make healthy choices.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met