

SmileyArk Kids

Inspection report for early years provision

Unique reference number EY396500
Inspection date 09/12/2009
Inspector Beryl Witheridge

Setting address Belvedere Baptist Church, 50 Nuxley Road, BELVEDERE,
Kent, DA17 5JG
Telephone number 07956263531
Email kids@smileyark.com
Type of setting Childcare on non-domestic premises

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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

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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Description of the setting

SmileyArk Kids opened in 2009 and operates from two rooms in a church hall. It is situated in the town of Belvedere, Kent. A maximum of 32 children may attend the out of school club at any one time of whom 12 may be in the early years age group. The club is open each weekday from 3.00pm to 6.30pm Monday to Thursday and 2.00pm to 6.30pm on a Friday, term-time only and 8.00am to 6.30pm during school holidays.

There are currently 42 children aged from four years to under eight years on roll, of these, eight are in the early years age group. This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. Children come from a local catchment area. The club can support children with special educational needs, and also supports a number of children who speak English as an additional language.

The club employs seven staff. All of the staff, including the manager hold appropriate early years qualifications. There is one member of staff are working towards a further qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting meets the needs of the children attending. The provider offers a warm and friendly welcome and ensures that the individual needs of each child are known and addressed. Children within the early years age range are well supported through the keyworker system and enjoy their time with staff and older children. The recently opened group is making progress in developing their service. Staff, children and parents are all involved in looking at how to improve the provision. Systems are in place to help to evaluate what works well and what needs to be improved to promote effective outcomes for the children. This is a very inclusive group which excels in involving themselves in the wider community. Overall a very inclusive and welcoming service is provided.

What steps need to be taken to improve provision further?

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

- make ongoing observational assessments of each child's achievements and interests and use them to provide relevant and motivating learning experiences that meet children's individual needs
- ensure that children's next steps identified through the observational assessments are used in leading future planning so that all staff are aware of children's developmental needs

The effectiveness of leadership and management of the early years provision

Children's safety is considered through the well written safeguarding procedures that ensure their welfare is promoted. All staff have undertaken updated safeguarding training and have a good understanding of their responsibility to the children in their care. There are effective procedures for recruitment and vetting and staff never leave a child alone with anyone who has not had the appropriate checks. Children only come into contact with suitable people. This helps to safeguard them at all times. A main risk assessment is carried out regularly and additional daily checks help to minimise any risks to children's safety. This also includes a risk assessment for all trips and activities outside the premises.

Although the group has only been open for a short time, staff are committed to ongoing improvement and also include the views of the children and parents to evaluate their practice. Resources are well deployed well as staff extend and improve the range of equipment available for the children. These are easily accessible, activities are planned in advance but children are also able to make choices or ask for their favourites which helps to develop their independence. Staff are also well deployed and support and extend the learning opportunities for them. There is a keyworker system in place to ensure that all children's needs are being addressed. All children are included in all activities and practitioners ensure the younger children are fully included. The interaction between the younger and older children is close and they play well together. All children are treated as individuals; staff know their specific needs and interests. This helps to ensure their unique learning and welfare needs are met.

The staff, children and parents are all included in the evaluation process. Staff are able to identify areas where they feel they need to improve such as the observations and assessment of the early years children, identifying their next steps and clearly identifying these in the planning. The owner and manager have started to evaluate the strengths and weaknesses of the provision. The move to new premises has had a positive response from parents, children and staff. Children have more space to move around and enjoy themselves and there are opportunities for the younger children to have their own space and activities. The systems in place contribute towards promoting children's welfare and learning needs.

The setting has an excellent working relationship with the schools, the church and the wider community. Children have had their artwork displayed in the East London University; they have taken a lead in the procession for the festival in Danson Park with people of diversity and culture. They also performed a play for the festival which celebrated diversity and culture. The group is outstanding in the area of equality and diversity; all children are welcomed and are treated according to their own specific needs, background and culture. Each child is celebrated for who they are.

The partnership with parents is developing. Parents feel the move to the new premises has been a positive move and beneficial to the children. Parents and

carers are provided with a good range of written information and have daily opportunities to discuss their children's progress. They feel their children enjoy coming to the club and value the service provided. These partnerships help to support the children's needs and to provide them with continuity of care.

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

The staff set up the hall to provide the children with a stimulating, interesting environment in which to play and learn. Children arrive eagerly after their school day, some children having had a visit to the library on their way to the club. Staff encourage children to make decisions about what they want to do. They talk to the children easily, taking an interest in their school day and how they are feeling. Children settle quickly to the different activities available to them. Staff support them in their play by giving some examples on how to make their art and craft designs, sitting back to let the children do their own work once they are confident in their own ability. Staff are constantly talking to the children, asking them open ended questions and helping them to develop their imaginations. Younger children interact well with the older children, they play happily alongside each other whether involved in art and craft, imaginative play or construction. There is a lot of fun and laughter amongst the children at all times; they enjoy each others company and have a great rapport with each other and staff.

Practitioners promote children's independence and problem-solving capabilities. They know when to intervene and when to leave them to develop their own play. This helps to ensure that children get the right support in their learning and development. Children enjoy physical activity. They have no outdoor play area so make use of the local park to encourage children's physical development. They take part in singing and dancing activities as well as team games. The early years children have opportunities to play in a separate hall during these activities, ensuring they are geared entirely to their needs and abilities.

Staff are undertaking written observations and assessments of the younger children. Their next steps are being identified. Staff talk to parents about the children to establish their starting point and work to help develop skills where the children need support in the different areas of learning. Weekly written plans offer a range of experiences that cover all areas of learning and within this staff ensure that children's interests and current abilities are promoted daily; however the plans do not clearly show which children the activities are being aimed at.

Children's safety is promoted within the out of school club. For example, they have established their emergency evacuation procedures and have practised and recorded it so children know how to keep themselves safe in an emergency.

Nutritious options for tea encourage self-selection and include a range of snacks of sandwiches, pasta, fruit and cakes, which the children have made. The menu is to be extended after discussion with the children as the group now has the access to a kitchen so will be able to offer more choices. Water is always freely available. Children's individual dietary requirements are recorded and respected.

Effective behaviour management procedures ensure that children are included and involved in decision-making and learn to develop responsibility. There is a Children's Council, which includes children from all age groups, for if there are concerns over behaviour such as bullying; they are also involved in decision making. Children were the first to be included in the Bexley Children's Parliament. Children play cooperatively together and respond well to praise and encouragement. They are able to develop good levels of confidence and self-esteem.

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?	2
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	1
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	1
The extent to which children develop skills for the future	2

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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