



Smartiecare Limited

Inspection report for early years provision

Unique Reference Number	EY302186
Inspection date	04 October 2005
Inspector	Janet, Elizabeth Singleton
Setting Address	Wood Close, Wood Close, Ripley, Harrogate, North Yorkshire, HG3 3AX
Telephone number	01423 771892
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Registered person	Smartiecare Limited
Type of inspection	Integrated
Type of care	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.

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?

Smartiecare Limited operates from a converted property situated in the village of Ripley. The children have access to four play rooms, a music and dining room and there are facilities for the care of the children who attend the out of school club. A maximum of 45 children may attend at any one time. The nursery is open each weekday from 07.30 until 18.00 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 57 children on roll of whom 11 receive funding for nursery education.

The nursery employs nine staff of whom five are qualified in early years with one staff working towards a qualification. The day to day operations is the responsibility of the nursery manager, assisted by the deputy and room leaders.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted as the staff follow satisfactory health and hygiene practices as they encourage children to wash their hands before and after lunch. Staff talk about germs and the washing of germs off their hands therefore, children learn positive hygiene practices and cross contamination and infection is minimised. Children's medical needs are met because staff maintain all necessary documentation to keep children healthy and their first aid needs attended to. Younger children benefit from staff following home routines to provide consistency of care including sleep and nappy changing practices.

Children are nourished as they are provided with wholesome food, this being freshly prepared on the premises, with their dietary needs met as staff record information on special diets. Children were observed to be enjoying a home made chilli and rice for the lunch and drinks are made available and therefore, children can monitor their own needs for a drink.

Children develop their physical skills as they take part in activities both indoor and outdoor. They show satisfactory control as their ride bikes, stopping, starting and changing direction as they learn to manage their movements. They practice their fine motor skills as they use scissors and small tools to increase their hand and eye co-ordination to a satisfactory degree.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming and safe indoor and outdoor environment which is planned to meet their needs by providing a base room for each age group. This provides children with a sense of belonging as they are cared for in a familiar environment. The nursery is welcoming to children with attractive displays in all areas. Children learn to keep themselves safe as staff help them to achieve a balance between freedom and keeping themselves safe as they move around the room making choices in their play.

Children make choices from a satisfactory range of suitable and safe equipment these being appropriate to their age and stage of development. Arrangement of resources allows children, within all age ranges, to make choices about the toys and equipment they wish to use, and play with.

Children's welfare is compromised because staff do not fully understand their role in child protection and are not fully aware of the settings written policy therefore, the incorrect action could be taken.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy and achieve as they readily come into the setting and are eager to participate in the activities provided. Younger children benefit from the generally good use of the birth to three matters as staff plan a range of activities which supports their learning. Babies enjoy using the interactive toys and become quite animated with pleasure as they laugh and giggle, pressing buttons on equipment to make noises. Children show an interest in what they are doing and remain occupied as they move freely through their base room choosing resources to enhance their play. They benefit from a staff team who make the most of all outdoor opportunities by taking children for walks, visiting the local castle and the outdoor play area's to promote children's awareness of the wider world.

The children develop a sense of self as the staff build supportive relationships with them and use praise and encouragement satisfactorily to further develop their self esteem. They are supported as they play and learn because staff sit with, talking to them about their play. Younger children become competent learners as they explore their base room and try the different toys within their reach. The children who attend the out of school club enjoy their own space and can take part in suitable activities to meet their needs.

Nursery Education.

The quality of teaching and learning is satisfactory. Children are making satisfactory progress towards the early learning goals. Staff work well together and understand their roles and responsibilities in setting a satisfactory curriculum to meet children's educational needs and to promote their learning. They evaluate activities to assist in delivering a child care and education programme to continue to satisfactorily meet the children's needs. However, not all areas of the curriculum are given equal emphasis and the children's learning in the areas of knowledge and understanding of the world and creative development is not fully promoted in enabling them to use their imagination in the role play, or to develop their information and communication skills in a spontaneous manner. Staff sit with and support children asking satisfactorily challenging questions, however children's thinking is not fully promoted as staff do not make full use of the asking of open ended question's for example, when children observed and discussed the spider in the dining room.

Children are confident and independent as they readily choose toys and equipment to enhance their play. They are beginning to attend to their personal needs when in the bathroom and at snack time as they pour their own drinks. Behaviour is appropriate as children understand the need for rules and respond to instructions from staff enabling learning to take place. They use their developing language skills to ask questions and talk about their play as they constantly chatter organising their

thoughts. They develop the early skills of writing as they make marks using crayon and pencils. However they do not readily use the book corner and use books for pleasure. Children readily use numbers and make early calculations as they count the children as they line up, count cups at snack time. They learn about shapes as they name triangle, square, octagon and circle as they count the sides of the shapes on the displays.

The staff find out about children's starting points as they talk to parents and view information passed between the groups within the setting. Evaluation of all activities takes place to ensure these mostly meet the needs of the children attending, however the observation and assessment procedure does not clearly identify children's next steps for learning.

Helping children make a positive contribution

The provision is satisfactory.

Children are welcomed into the setting and take part in all activities and access all areas of play. They enjoy making choices, choosing topics and resources to enhance their play. Children who have special needs are welcomed and included in the setting and staff are aware of the need to adapt activities to enable all children to participate.

Children learn to manage their behaviour as staff use gentle reminders for example, 'can you pick the toy up please' 'Shall we share the train'. Children are distracted onto other activities as the staff use diversion techniques effectively. Children learn from examples set by the staff as they act as appropriate role models and praise children, frequently telling them they have done well, are clever, and are good boys and girls. Staff set consistent boundaries and guidelines which allow children to take control over their behaviour when asked to line up by the door.

Partnership with parents is good this being very effective and contributing significantly to the well being of the children. The setting shares good quality information and welcomes parents into the nursery encouraging them to contribute to their child's record of achievement. Parent's views are sought as they are invited to the parent's evenings and complete the communication book sharing children's development which enables staff to monitor children's progress. Parents learn about their child's development as they view their child's folder of work and have daily opportunities to discuss their child.

The children learn about the community and other cultures as they engage in activities which promote their understanding. They enjoy playing together and learn to share as they wait their turn to use the pencil sharpener. They learn to manage their behaviour and are well mannered as they ask for a drink, saying please and thank you. This positive approach fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is satisfactory.

Children benefit from an environment in which they can move freely and choose resources enabling them to make decisions. Policies and procedures are mostly effective with the required documentation which contributes to children's well being, being in place and has recently been updated. However, not all staff are aware of all new policies and therefore, may provide an inconsistent approach to the care of the children. The registration system was not completed accurately as the staffing details were not fully recorded. Some staff had not registered themselves as present and the times of a child's attendance was not fully recorded therefore, documentation is not being maintained according to the National Standard. Not all accident records were signed by parents and therefore, parents may not be fully informed of any accidents to their child.

The leadership and management is satisfactory. The management team is effective in promoting satisfactory levels of progress, monitoring and evaluating performance and identifying and tackling weaknesses in the care and education provision. Staff meetings are held regularly to monitor and evaluate the settings provision for the care of the children. Staff work well together and support each other in their roles. Children's welfare is promoted as staff hold qualifications and have experience in early years. Further training is encouraged for all staff to increase their knowledge and skills to improve their practice and the care and education of the children.

Overall, the setting meets the needs of those children who attend.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints to report. 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.

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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 staff are fully aware of the revised policies
- ensure all accident record's are signed by parents
- ensure the attendance register is completed accurately.

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):

- ensure equal emphasis is given to knowledge and understanding of the world and creative development to assist in exploring different art materials and to find out about diversity.
- make the role play and book corner more inviting to children
- ensure the observation and assessment procedure includes the next steps in children's learning.

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