

Smiles Pre-School

Inspection report for early years provision

Unique reference number	110034
Inspection date	14/07/2010
Inspector	Jacqueline Munden

Setting address	Norman Rodaway Centre, Heath House Lane, Hedge End, Southampton, Hampshire, SO30 0LE
Telephone number	07866130828
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Type of setting	Childcare on non-domestic premises

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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).

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

Smiles Pre-school opened in 1992. It operates from a hall within The Norman Rodaway Pavilion, in the Hedge End area of Southampton. It serves the local area and is privately owned, by a non-profit making organisation. The pre-school has use of the main hall. Children access an outdoor area as well as a covered courtyard for outside play.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, to care for a maximum of 26 children aged from two years at any one time. There are currently 49 children aged from two to five years on roll. The setting is registered to receive funding for early years education. The setting currently supports children with special educational needs and/or disabilities.

The group opens each week day, during school term times, from 9am to 12.30pm with an optional lunch session until 1pm Monday to Thursday. In the summer term only, it operates another session from 1.30pm to 3.30pm on Tuesday and Thursday. Children attend for a variety of sessions.

There are seven members of staff who work with the children, all of whom hold appropriate level 3 childcare qualifications. The setting receives support from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The excellent organisation of the pre-school and effective implementation of systems, policies and procedures ensure the safe and smooth running of the setting. A strong commitment to promoting equality and diversity enables children to develop extremely high levels of self-esteem and independence. Partnerships forged with parents, carers and other agencies involved in children's care is a key strength; and is significant in making sure all children thrive and their needs are met, including those with any additional support needs. Extremely effective systems for self-evaluation ensure priorities for development are identified and acted on resulting in continuous improved outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improving children's hand-washing procedures before they eat to minimise the risk of cross infection.

The effectiveness of leadership and management of the early years provision

Children are extremely well safeguarded due to the rigorous recruitment and vetting procedures that ensure all adults are suitable to work with them. All staff are trained in child protection and are clear and confident in what procedures to follow should they have a concern regarding a child in their care. Risk assessments are used effectively throughout the premises so that possible hazards are identified and dealt with and children's health is protected. However, the hand-washing procedure children follow before eating does not ensure they are fully protected from the risk of cross infection. A wide range of policies and procedures underpin the setting's exemplary practice; they are monitored and updated regularly and parents can refer to them easily. All required documentation is well organised. All staff demonstrate good knowledge of the policies and procedures, which ensures the smooth running of the setting.

An extremely high emphasis is placed on promoting equality and diversity and providing a fully inclusive setting. Practitioners work closely with parents, carers and other professionals involved in children's care to ensure their individual needs are met at all times. They value and respect everyone's knowledge of individual children's learning to maintain a cohesive approach. Highly effective communication systems ensure that they share information. Parents enthuse about how they value the friendly and caring attitude of the practitioners. They feel totally included in their child's care and education. Parents enjoy having free access to their child's development records and being kept well informed of what they do each day. The setting has excellent procedures for liaising closely with other early years settings and childminders children attend, recognising the benefits of continuity of care. Practitioners are trained and experienced in helping children who find learning more difficult or who may need extra help. They make very good use of external agencies, such as speech therapists, so that they can provide consistent support for the children who need it. Children benefit greatly from the practitioners hard work each day. They set up an inclusive, vibrant environment that provides inspiration and challenge to each and every child.

The manager provides outstanding leadership to a team of enthusiastic staff, who work cohesively to ensure the children are at the heart of all they do. Practitioners and students undertake detailed induction and receive regular appraisals. Practitioners are committed to continuously improving their skills through attending training, which benefits children. For example, some have learnt to use Makaton. This is now used on a daily basis at snack time to support all children's language development and help them understand people's differences, as well as for those with particular needs. There are highly effective monitoring and evaluation systems in place to ensure that excellent quality care and education is provided at all times. Practitioners reflect on what they do. Parents are invited to comment and children are involved in all aspects of their pre-school. Support is welcomed from the local authority to help the team identify areas for further development. For example, practitioners are keen to increase use of the outdoor environment to extend children's learning opportunities but are restricted by the confines of the premises

it operates from. All this demonstrates a strong capacity to continuously strive to improve outcomes for children.

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

Children make outstanding progress in relation to their starting points and capabilities. Their learning and development is fully supported through the positive interaction and communication from practitioners. The effective key person system and the extra support provided to those with additional needs ensure their individual needs are met. Practitioners maintain detailed records about the children and the progress they make and constantly plan how to extend this further.

Children enter the pre-school with great enthusiasm and learn excellent skills for the future. They are highly motivated and independent within their play. They often laugh and smile with enjoyment, frequently engaging in imaginative play and games they devise for themselves. For example, they make a castle using a large cardboard box and copious amounts of adhesive tape to keep it together. Children show good self-help skills as they put on their painting aprons and serve themselves fruit and pour drinks at snack time. They are very familiar with the café style approach and the expectation that they wash their hands before sitting at the table. Children are very well behaved and co-operative and often remember to say please and thank you at appropriate times. They learn effective strategies to help them manage their feelings and to take turns. For example, when using the computer, they turn the dial on the timer to five understanding that when the bell rings it is someone else's turn.

Children find comfort in knowing the routine of the setting. They happily join in the well-planned small and large group activities as well as confidently selecting from the vast array of resources available to them to create their own play. In small groups, children take part in activities pitched to their development levels. When they come together in a large group, they enjoy singing and taking part in telling the story of the 'Hungry Caterpillar'. Practitioners engage children's interest by using props to tell the story, inviting them to count the fruit the caterpillar eats. Children know the stages of its growth into a butterfly. This is reinforced, as later, children sequence pictures of this event in a small group session. Children's creative skills are developing at a great pace as they have access to a huge range of resources to develop their ideas. For example, a child makes a head using a box which, they are later seen proudly wearing over their own head as they leave the setting. Great care is taken to make the hair on the head, cutting small pieces of paper, gluing them on making sure it looks 'spiky, like dad's hair'. This promotes their small muscles and fine motor skills also as they use tools such as scissors as they work. Children confidently make marks as they draw faces and stick them on the box castle and write their names on artwork. Practitioners recognise that children learn differently and encourage boys to use crayons to draw roads to drive their cars along. There are many opportunities for children to count and use numbers. They learn about weight as they use scales and count money in the attractive greengrocers stall that is set up. Children learn very positive attitudes and to respect other, as they learn about different cultures. They have links with

others in the local community, try foods from different cultures at snack time and use multi-cultural resources as they role-play.

A high emphasis is placed on learning the habits of a healthy lifestyle through the effective daily routines. They are learning to wipe their noses and to dispose of the tissue appropriately so that germs are not spread to others. Children talk about what is good for them to eat at snack and lunchtime. They have easy access to drinking water in all areas of the setting and are encouraged to keep hydrated. They benefit from regularly play in an outdoor environment, both in the open and the undercover area. This ensures children have plenty of fresh and exercise as well as opportunities to learn about the natural environment. Children learn effective strategies to keep themselves safe, in ways suitable to their age and development. They are reminded to use tools, such as scissors, appropriately and are gently reminded to walk indoors. Children take part in regular fire drills and learn road safety in planned role-play activities.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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