

Smarties Pre School

Inspection report for early years provision

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Inspector	Marie Thompson
Setting address	Dorchester Road, Weymouth, Dorset, DT3 5DB
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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*.

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Description of the setting

Smarties Pre-school was registered in 1998. It is privately owned and operates from an open plan hall adjacent to Dorchester Road Methodist church, in the Broadway area of Weymouth, Dorset. There is a fully enclosed outdoor play area. The provision serves a wide catchment area.

The pre-school is registered on the Early Years Register for a maximum of 26 children. There are currently 55 children on roll in the early years age range. The setting is able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The group opens five days a week during school term time. Sessions are from 09.00 until 12.00 and 12.30 until 15.30 on Monday, Tuesday, Thursday and Friday with a lunch club facility from 12.00 until 12.30, and on Wednesdays from 09.00 until 12:00 with a lunch club from 12:00 to 13:00. The group also offers full day sessions for children over three for those who require it. Children attend for a variety of sessions. There are 13 staff employed to work with the children. Of these, 11 hold early years qualifications. The pre-school receives support from Dorset Sure Start and other agencies and professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play and learn in a stimulating environment, where staff acknowledge and support their individual needs very well. The premises are extremely stimulating to encourage children's interest and interaction. Staff work very effectively together and provide children with very good learning opportunities, that cover all areas of the Early Years Foundation Stage. The setting evaluates its service and demonstrates a good understanding of its strengths and areas to improve. This is supported by the very good policies and procedures in place. Staff engage very well with parents and other professionals to ensure continuity and consistency of care for all children attending the setting.

What steps need to be taken to improve provision further?

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

- continue to provide children with clear messages about expectations, especially during circle time
- ensure all children consistently follow hand washing routines.

The effectiveness of leadership and management of the early years provision

Safeguarding is given a high priority and staff have a thorough understanding of their responsibilities. All staff at the setting have undertaken safeguarding training. As a result, they have an effective understanding of their responsibilities to safeguard children. Updates to safeguarding children are regularly cascaded to all staff. This ensures staff are always up to date with procedures. In the event of concerns arising there is a clear policy and procedure to follow. Parents have access to the policy and procedure ensuring they understand the setting's responsibilities to children. Staff carry out a formal risk assessment of all areas of the provision prior to children arriving each day, and detailed risk assessments are carried out for all outings undertaken such as when they all go for walks in the local area. Children also take part in the risk assessment of the premises using a pictorial laminated card to check that the areas are safe. Staff are vigilant at drop off and collection times and ensure children's hours of attendance are accurately recorded in the daily register. Children are also encouraged to self-register each morning. There are copious amounts of exciting toys and resources to meet the developing needs of all the children attending the setting. The pre-school is a bright, welcoming environment, where resources are effectively laid out and easily accessible to children. Children can make independent choices from the resources stored or set out at a low level. The premises are extremely secure and very effective procedures promote children's safety. The environment is fully accessible to children. Children can make choices to play inside or outdoors.

The setting fully promotes inclusive practice. Staff show good regard for children's cultures and individual needs. Resources such as welcome posters, photos of the children and many toys and resources foster a positive view of diversity and the wider world. The setting works very effectively with outside agencies to support and promote children's individual needs. Staff highly value all children and their families and work very effectively with them. A welcome pack, regular newsletter and the parents' notice board, convey information about the pre-school such as staffing, policies and planned activities. This keeps them informed about what is going on in the pre-school. Parents contribute their views through informal and formal avenues, such as, general discussions or by completing questionnaires. This supports the setting in evaluating and developing their service. Parents state they are happy with the pre-school, feel their children are developing well and value the support staff give to them and their children. Excellent partnership working ensures every child receives high levels of support. The setting has secure and supportive transition procedures for children moving to new settings or to school. For example, staff at the pre-school visit every school children are going to attend and then go back to see the children at school within the first term. Reception teachers are also invited into the pre-school to meet the children going into their class. Further training enables staff to extend their very good practice and to develop skills to meet the individual needs of children. Regular staff meetings ensure the team evaluate and review practice. This drives improvement. The good policies and procedures of the setting along with the management's clear vision for continuous improvement ensure that outcomes for children are positively promoted throughout their practice. An annual review takes place of all policies and

procedures. This ensures they continue to be relevant to the setting and meet the needs of those who use its services.

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

Children part well from parents and carers and staff are sensitive to those for whom pre-school is a new experience. Children are made to feel exceptionally safe through the genuine warmth, attention and focus to their needs shown by the staff. Every child is greeted with a friendly smile and open arms to welcome them each day. Visual timetables support children in developing a clear understanding of routines. Photographs and artwork on display promote children's strong sense of belonging. This also makes children feel safe and secure at the setting. Children thoroughly enjoy their time at the setting. Positive relationships develop between children and staff through the key person approach. Staff spend their time actively involved in the children's play but equally know when it is appropriate to step back and allow the children's play to unfold individually or within their peer group. For example, during the free painting activity or when the children organise their game in the home corner. Children participate in a wide range of purposeful activities, outings and play experiences. These meet and promote the children's individual needs extremely well and successfully underpin their learning and development. Individual plans fully support children's outcomes and enable children to learn and progress substantially in relation to their starting points. Staff undertake observations and regularly review children's achievements and progress. As a result, this enables children to extend and develop skills for the future to meet their full potential. Routines and use of verbal and non-verbal communication support children's awareness of safety and behaviour expectations. Staff praise children for their efforts and achievements and use their individual knowledge of each child to use appropriate phrases and words, consequently, behaviour is very good. This underpins children's self-esteem and confidence extremely well.

Children adopt very good healthy practices. They begin to understand about healthy practices, such as hand washing routines and snack time as these are included in the visual timetable. Although, sometimes, some of the children do not always follow hand washing routines prior to lunch time. The setting offers healthy choices for snack time with fruit, toast and milk or water to drink. Lunch club is extremely popular and the children and staff sit together to enjoy their meals whilst having a friendly chat about the days' events. Children serve themselves and pour their own drinks and snacks and collect and organise their own lunch boxes. This enables children to develop excellent skills for the future. The children separate into small groups during the morning to go into the quiet room where staff use ideas from the Rainbow Social, Emotional Aspects of Learning (SEAL) project to encourage children's emotional safety and well-being. For example, the children talk about how they feel today and clip named pegs on the paper expressional faces provided. During this session the children also learn letters and sounds, sing songs and look at the 'family' board. However, the expectations of the children's participation are not always clear during circle time and consequently some children miss the lovely opportunities to learn. Jess, the pre-school mascot, is very popular and the children look forward to taking her home and writing about

the adventures they have had together in her diary.

Children's creativity is evident through the many activities on offer to them. For example, in their imaginative games in the home corner, on the climbing frame and in their paintings. Children enjoy make believe play as they set the table in the home corner and make 'tea' for the staff. They are developing social skills as they learn to take turns and share their toys and activities. Children are very confident at pouring and measuring the sand and water in the trays outside. At the play dough table the children roll, mould, cut and shape the dough using lots of different cutters. They thoroughly enjoyed their woodwork session and made some delightful wooden boats and aeroplanes for Fathers Day. Children take part in many art and craft activities. For example, they have great fun using various coloured wool, saw dust, pencil shavings, old tights plus lots of materials at the art tray to make their own creations. Story time is delightful because the staff talk to the children and include them in the book they read. Some of the staff even dress up to enhance the story for the children. There are lots of action songs sung throughout the sessions and the children select an item from the song bag for example a spider for 'Incy Wincy Spider' which tells them the song they are going to sing. Children enjoy lots of walks around the local area to Watery Lane or to Upwey railway. They particularly like having a picnic in Teddy Bear Woods. They have enjoyed summer trips to Monkey World and the Sea Life Centre and in the coming weeks all the children will be taking part in sports day. Children have free flow play throughout the session in the garden area which is packed with exciting toys to develop their dexterity and gross motor skills. They whizz around on the trikes, dig in the gravel pit and soil, push the dollies around in a pram or just sit and look at a book in the comfy corner. There is an excellent balance of adult-led and child-initiated activities that support learning across all areas, ensuring children are always fully involved in worthwhile tasks.

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	1
The effectiveness with which the setting promotes equality and diversity	2
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	1
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	2

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