



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 110034

DfES Number: 515584

INSPECTION DETAILS

Inspection Date	05/12/2003
Inspector Name	Alison Large

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	SMILES PRE-SCHOOL
Setting Address	NORMAN RODAWAY CENTRE HEATH HOUSE LANE, ,HEDGE END SOUTHAMPTON HAMPSHIRE SO30 0LE

REGISTERED PROVIDER DETAILS

Name	CAROL MASON
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ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about 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.

There are currently 43 children aged from 2 years 9 months to 5 years on roll. This includes 20 funded 3 year olds and 14 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports no children with special needs and who speak English as an additional language.

The group opens 5 days a week, during school term times. Sessions are from 09:15 to 12:00 daily, and 12:30 to 15:00 Tuesday and Thursday.

Six staff work with the children. Over half the staff have early years qualifications to NVQ level II or III. There are currently two staff working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

The pre-school provides satisfactory care overall for children aged two years nine months to five years.

There are procedures in place to help staff have a consistent approach to their work, including regular staff meetings and an induction process. The pre-school offers a warm and welcoming environment, with adequate play space both indoors and out, and staff ensure the children are well cared for. Most of the documentation and procedures are in place, although some additions are required.

Staff encourage hygiene practices with the children, and provide a range of healthy and nutritious snacks. The pre-school has a positive approach to children with special needs, although none are cared for at present. Staff also ensure that children's individual needs are met. Staff have a good awareness of safety both inside and out to ensure that the children are kept safe at all times.

The pre-school provides a range of toys and equipment for the children, which help them develop. Staff arrange a variety of activities to keep the children interested and occupied. However the range of resources that promote diversity need to be made available to the children at each session. Staff promote positive behaviour.

The group has a good relationship with parents, and keeps them informed through regular newsletters and the key worker system.

What has improved since the last inspection?

The last inspection was a transition inspection, so this section does not apply this time round.

What is being done well?

- The pre-school has a good range of toys and equipment, and staff plan a varied range of activities to support all areas of a child's development, including role play opportunities and creative play. Staff are interested in what the children say and do, and spend time talking and playing with them.
- Parents are welcomed into the pre-school and are kept informed. Staff share information of their child's activities through regular notices, newsletters and the key worker system. Staff hold regular meetings and have a sound induction process for new staff.
- Staff have a positive attitude toward accepting children with special needs, and are aware of their individual needs, and promote diversity and equality. Staff also have a consistent approach to behaviour management. They encourage and praise positive behaviour.
- The staff are proactive in promoting good hygiene practices with the children, and have a good awareness of safety issues.
- Staff make good use of the available space both inside and out to ensure the children are well cared for. The staff ensure children are offered a variety of healthy and nutritious snacks.

What needs to be improved?

- registration system
- late collection procedure
- procedures for countersigning of accidents and signed acknowledgment from parents after medication has been administered
- resources that promote diversity
- record of incidents
- complaints procedure for parents.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Ensure the registration system records the times of arrival and departure of the children and staff.
2	Expand the Late Collection of Child policy to include the procedure to follow if a child is not collected.
7	Ensure all accidents are countersigned by the parents, and ensure medication records have a signed acknowledgement from parents once medicines have been administered.
9	Ensure children are given regular opportunities to use the resources which promote diversity.
11	Implement the use of an incident book to record significant issues.
12	Ensure the complaints procedure is updated to include the name address and phone number of Ofsted.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Smiles Pre-school is a welcoming and caring pre-school where the children are keen to learn. Provision is acceptable and is good quality overall. Children make generally good progress towards the early learning goals. The children make good progress in creative development, and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff plan a varied and interesting range of activities for children, ensuring that all areas of the curriculum are included. Staff have a sound knowledge of the early learning goals and clear learning outcomes are included in weekly plans. Children's behaviour can be challenging, and staff need to be aware of strategies to address this.

The leadership and management of the setting is generally good. The management encourage staff to continue training, and the staff team work well together. The setting is currently undertaking the Pre School Learning Alliance accreditation procedures, and evaluating all parts of the provision. Further regular evaluation takes place, and daily feedback from staff is noted.

Partnership with parents and carers is generally good. Parents report that they feel involved in their children's education and development. Staff keep them informed through regular newsletters, through information on the notice boards and parents are encouraged to talk with key workers whenever the wish.

What is being done well?

- Staff encourage children to develop their imagination. They use a range of stimulating and exciting activities to extend children's learning.
- Children are confident, interested and developing independence. They relate well to the staff.
- Physical play is included on a daily basis, and good use is made of music and movement to enhance children's development.
- Staff have good knowledge of the early learning goals, and ensure parents are included in their children's education and development.
- The regular monitoring and evaluation of activities ensures a quality environment at all times with sufficient learning opportunities for children.

What needs to be improved?

- management of the sessions, to ensure that children obtain the maximum benefit from the learning opportunities available, particularly relating to interaction with each other and appreciation of their environment

- opportunities for children to discuss health and bodily awareness
- opportunities for children to use programmable toys and equipment.

What has improved since the last inspection?

Generally good progress has been made since the last inspection.

One key issue from the last inspection was to involve the children in the writing processes when staff provide written explanations of childrens work and drawing attention to such drawings. Children are offered many opportunities to practice writing skills, and recognise their own names written on labels. However, no written explanation of children's work was observed.

The other key issue was to improve the programme for mathematics by providing more practical activities and real objects to develop children's understanding. Children are now offered a variety of practical mathematics activities throughout the session.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children enjoy telling their peers about experiences, and work as part of a group. Children develop independence and make choices. Children are learning to take turns and share. There are few opportunities for children to learn concern for their environment or for their peers.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children have many opportunities to make marks, and practice their writing skills. Children enjoy looking at books individually, and during the group story time. Staff join in with role play to enhance and develop the children's understanding.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children use number skills in a variety of interesting and practical situations, including snack time. Children regularly identify shapes, as well as patterns through various games and activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are developing a sense of time. They discuss their past experiences in group situations, as well as looking forward to future events. Children benefit from visits by members of their families and from other people in the community. Insufficient use is made of computer and sound equipment. There are few opportunities to develop understanding of other cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are offered an interesting range of physical activities throughout the session. Children have opportunities to move confidently on a range of equipment including trikes, climbing frames, as well as a boat, and use their imagination. Children develop their fine motor skills through using a wide range of tools and construction materials.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children benefit from an imaginative role play area which is well planned, and inventive. Children gain the support of staff who join in the activities to enhance learning, and develop children's ideas. Children are given many opportunities to be creative with a variety of materials. Music is used to depict tidying up time, as well as during moving around the room. Children use their imagination to move around the room in the manner of various animals, or forms of transport.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- improve management of sessions, to ensure that children obtain maximum benefit from the learning opportunities available, particularly relating to their interaction with each other and appreciation of their environment
- provide sufficient opportunities for children to discuss the importance of health, and bodily awareness
- improve opportunities for children to use programmable toys and equipment.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.