



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 141007

DfES Number: 594506

INSPECTION DETAILS

Inspection Date	05/07/2004
Inspector Name	Elaine Douglas

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Smarties Pre School
Setting Address	Dorchester Road Weymouth Dorset DT3 5DB

REGISTERED PROVIDER DETAILS

Name	ANGELA MORRIS
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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

Smarties pre-school is held in a bright open plan hall adjacent to Dorchester Methodist church. It is located in Broadwey, Weymouth. Children have use of an open plan play space, with an additional smaller room for stories. There is a fully enclosed outdoor play area.

There are currently 61 children from two to five years on roll, although their admissions policy is to take children from two years nine months. This includes 32 funded three-year-olds and 18 funded four-year-olds. Children attend for a variety of sessions. There are currently no children who have special needs or children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00 until 12.00 and 13.00 until 15.30 Monday, Tuesday, Thursday and Friday with a lunch club facility 12.00 until 13.00.

The group also offers full day sessions for children over three for those who require it.

The group is privately owned. Eleven staff work with the children. Nine have early years qualifications. One staff member is currently on a training programme and the other is due to start in September.

How good is the Day Care?

Smarties Pre-School is providing good quality care overall. The experienced staff work well as a team and are effectively deployed. The majority of staff have an early years qualification and there is a commitment to all staff having a child care qualification and keeping their knowledge updated. Good use is made of the available space although there is no provision for staff toilets. There is a wide range of well organised resources to support children's learning. Most documentation is in place and regularly reviewed to underpin the day to day running of the group.

Standards of hygiene are very good, and satisfactory safety procedures ensure children can play and learn in secure premises. Eight staff have first aid training and there are good procedures to ensure medication is administered safely. Staff are aware of children's individual needs, including diets, and good procedures would ensure children with special needs would be supported. Staff have a sound knowledge of child protection issues.

Staff plan a good range of activities which children are eager to take part in. Staff work directly with the children and promote their development through asking questions and getting involved with their play. Staff consistently implement the new behaviour management strategies which children respond well to.

Partnership with parents is satisfactory. The good open door policy provides parents with daily access to staff to discuss their children and ensures they feel welcome. Parents are kept well informed about the setting and are invited to help out with sessions.

What has improved since the last inspection?

At the last inspection the group agreed to obtain a copy of the area child protection committee (A.C.P.C.) guidelines, and to write procedures to be followed for a lost or uncollected child.

The group have obtained the A.C.P.C. guidelines, which ensures staff are clear about the procedures to be followed if they are concerned that a child is being neglected or abused, or if an allegation should be made against them.

Policies have been written which state the procedures to be followed in the event of a child being lost or uncollected, which ensures staff are clear about their roles and responsibilities.

What is being done well?

- Staff provide nutritional snacks and ensure children have easy access to fresh drinking water, particularly when the weather is hot.
- The children are provided with good positive images of culture, gender and disabilities, such as small world people with disabilities, books, puzzles and posters, to promote anti- discriminatory practice.
- Staff assist children with developing very good hygiene routines, such as hand washing. They provide good resources such as antibacterial soap and paper towels to prevent cross contamination.
- All staff have attended child protection training and good procedures for a three year rolling plan ensure staff are kept up to date and are confident about child protection issues.

What needs to be improved?

- the toilet facilities for staff, to ensure they are not shared with the children.
- the safety procedures to ensure a risk assessment is carried out on the premises.
- the documentation to record details of the fire practises.

Outcome of the inspection

Good

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
4	Provide separate toilet facilities for adults.
6	Keep a detailed record of all fire practises.
6	Conduct a risk assessment on the premises identifying action(s) to be taken to minimize identified risks.

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

How effective is the nursery education?

Smarties Pre-School provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for their communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development, is particularly well-planned and children are making very good progress in these areas.

The quality of teaching is generally good. Staff are well deployed and work directly with the children to support their learning and play by appropriately questioning them. Staff build good relationships with the children and consistently implement the new behaviour management strategies which children respond well to. Staff give good examples on the children's assessments to show how they are working towards the early learning goals. Staff plan to provide appropriate activities and play, however they do not assess and plan sufficiently to develop the more able children. They organise the premises and resources well to support learning, however it is less effectively organised to allow children access to tools, and staff are inconsistent in supporting children's independence.

The leadership and management are generally good. The manager supports staff with their personal development and is committed to updating her own knowledge. She has an open door policy which ensures parents and staff can discuss any concerns. The manager is committed to improving practice and regularly evaluates the educational programme. The system for monitoring and evaluating the quality of teaching is less effective.

The partnership with parents is generally good. They receive good information on the setting and general information on the foundation stage curriculum. Parents are encouraged to be involved in their child's learning through attending sessions. However they have limited opportunities to share information on their child's development.

What is being done well?

- Staff use good strategies to manage children's behaviour, they constantly praise all their efforts and give them clear boundaries, which helps children to understand the expectations, and the impact of unacceptable behaviour.
- Children recognise their own names and the sounds of the letters due to staff providing good regular opportunities for children to read their written names, such as at registration and snack time.
- Staff provide good examples of evidence, to support their assessments of children's development.

- Staff provide good resources in children's play to support them in understanding that writing is used for different purposes, for example taking orders in a restaurant.
- The manager has implemented a good development programme to ensure staff can implement the foundation stage curriculum effectively.

What needs to be improved?

- the opportunities for older or more able children to develop independence, to access resources to assemble and join materials and to use tools safely
- the plans and assessments to ensure the older and more able children are sufficiently challenged
- the system for monitoring the quality of teaching to ensure staff consistently support children's development, particularly their independence
- the partnership with parents to provide opportunities for parents to share information and discuss what they know about their child's development.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The key issues were to enhance the programme for communication, language and literacy, to promote learning of letter sounds together with sounds in rhyme, syllables and words. To improve the quality of teaching by promoting good behaviour through ensuring children understand what is expected of them when they are in a group and providing activities which are suitable for a wide range and children at different stages of development. To implement the staff development programme to enhance the knowledge and understanding of the desirable learning outcomes and the skills to promote them.

Staff have enhanced the programme for communication, language and literacy, by purchasing and using rhyming tapes and books. There is a strong emphasis on phonic sounds rather than letter names and staff use daily routines such as finding a seat at snack time for children to sound out the letters of their names, so most children know the sound of the first letter of their name and some children know the sounds of all the letters in their name.

Staff have introduced new methods for supporting children with understanding boundaries. For example staff explain to children what is expected of them when they hold up a large stop sign in the outside area, when children remember and respond appropriately staff praise them. Children are now split into two groups for activities such as group stories, and resources are chosen based on the children's level of understanding. This has meant that children have a greater understanding of the expectations on them and display greater involvement in the activities.

The manager has implemented a staff development programme and three staff have recently completed a child care qualification. Staff have attended training on areas of

the early learning goals, which replaced the desirable learning outcomes, and as a result are developing skills to promote them.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children display good levels of involvement in activities and persevere until they have completed a task to their satisfaction. They are developing an awareness of boundaries and behavioural expectations. Children confidently initiate interaction with adults and with each other and are beginning to form good relationships. However older or more able children are not regularly encouraged to manage developmentally appropriate tasks, to develop independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children confidently engage in conversation and demonstrate that they have understood instructions. Children regularly link sounds to letters and some children can say the sounds of all the letters in their name. Children hold and use books correctly, they enjoy a range of stories and looking at books for information. Children regularly paint and draw and use lines and circles to represent words. For example in the home area they make marks on a notepad to take an order for their restaurant.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children enjoy number rhymes and confidently say the number when one has been taken away or one is added. They use good mathematical language to describe shape and are beginning to notice the differences, such as one child points out that when their circle is squashed it looks like an oval. Children regularly complete a variety of puzzles and sort objects in different ways. Children are developing a good understanding of height and weight through practical activities, for example cooking.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children confidently use information technology, for example children operate the laptop computer to look at photographs of their recent visit to the sea life centre. Children are developing a good knowledge of their own environment and the natural world. They investigate objects and materials to look at patterns and changes such as growing plants from seeds. However children do not select from a wide range of resources to shape, assemble and join materials.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move with coordination and control when climbing and balancing on large equipment and using small equipment. For example one child is able to carry a tray with plastic cups on, at shoulder height with one hand, when pretending to be a waitress. Children are developing a good understanding of practices which contribute to staying healthy, such as exercise and the effects of the sun. Older children are not developing a sufficient understanding of using tools safely due to limited access.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore texture and colour in two and three dimensions when they regularly make collages and experiment with mixing media such as sawdust, shavings and powder paint. Children confidently sing familiar songs and clap along with the rhythm. They display good imaginations in music and in role-play, for example three children pretending to camp use the camp stove and play food to make dinner and one uses the lamps to show them to their beds.

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

- monitor the quality of teaching to ensure staff effectively assess and plan to challenge the more able children, and provide resources for these children to use tools safely and develop independence
- improve the partnership with parents by ensuring all parents have regular opportunities to share information and comment on what they know about their child's development.

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.