



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 218486

DfES Number:

INSPECTION DETAILS

Inspection Date	26/11/2004
Inspector Name	Dianne Lynn Sadler

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Smartys Pre-School Nursery
Setting Address	2 and 4 Taverners Drive Little Stoke Stone Staffordshire ST15 8QF

REGISTERED PROVIDER DETAILS

Name	Mrs Janet Skelton
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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

Smartys Pre-school Nursery opened in 2001 and operates from converted houses, near to Stone town centre. A maximum of 32 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18.00 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 35 children aged from 2 to 5 years on roll. Of these 13 children receive funding for nursery education. Children come from a wide catchment area, as most of their parents travel in to work.

The nursery employs seven staff. Three of the staff, including the manager, hold appropriate early years qualifications. Two staff are working towards a qualification.

How good is the Day Care?

Smartys Pre-school Nursery provides a good standard of care for children. The nursery offers a warm, welcoming environment and makes good use of space available to meet the needs of children. There is a written operational plan, containing all relevant records and policies, and mostly accurate procedures. There is a wide range of good quality toys, furniture and equipment available, easily accessed by children.

All hazards have been identified and minimised, creating a safe environment where children feel safe and secure. Good hygiene practices are in place and children's dietary needs are met well, according to the wishes of parents. There is a wide range of very imaginative resources, which also reflects positive images. Routines and boundaries are clear and understood by children, with praise and encouragement being used to reward positive behaviour.

Activities are very well planned and presented thoughtfully, covering all areas of learning. There is a commitment to training and developing the nursery, with new initiatives being implemented. The interaction between adults and children is very good, with adults listening to what children say and do. All the children are included

and valued, their individual needs are met well.

The staff work closely with parents to ensure children's individual needs are met well according to parents wishes. There are effective procedures in place for sharing records with parents and keeping them well informed. Parents are encouraged to get involved in all aspects of the nursery.

What has improved since the last inspection?

Not applicable, as there were no actions raised at the previous inspection.

What is being done well?

- The planning and presentation of activities and stimulating play opportunities which cover all areas of learning, ensuring children are well stimulated.
- The interaction between adults and children, with very good relationships being developed, ensuring children feel safe and secure.
- The commitment to training and developing the nursery, implementing new initiatives, such as birth to three matters.
- The provision of a wide range of very imaginative play resources, used effectively to motivate children to learn and progress.
- The partnership between staff and parents to ensure a good liaison between home and playgroup and children are cared for according to parents wishes.

What needs to be improved?

- the arrangements to review and amend policies and obtain parental permission for their practices
- the deployment of staff to ensure senior staff can carry out their responsibilities effectively.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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
2	Ensure effective deployment of staff allows senior staff to deputise in absence of manager.
7	Ensure prior written permission is obtained from parents to administer medication.
13	Review and amend the child protection policy.

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

How effective is the nursery education?

Smartys Pre-school nursery provides high quality nursery education overall which enables children to make very good progress towards the early learning goals. A stimulating environment is offered to children, which promotes choice and independence and imagination.

The quality of the teaching is very good. Staff have a very good understanding of the foundation stage and organise clear, concise educational plans. Activities are well planned, stimulating and presented thoughtfully. The development of a discovery area particularly encourages children to investigate and explore. Staff listen to what children say and extend children's learning by encouraging them to think and express their ideas and feelings. Staff manage children's behaviour appropriately setting clear boundaries understood by children. There are good plans in place to ensure children with special needs and children from other cultures are included. Staff use the available space effectively and there is a wide range of resources available and easily accessed by children.

The leadership and management of the pre-school nursery are very good. Staff work well as a team and there is effective communication and a commitment to further training. The manager has a good knowledge of the staff's strengths and weaknesses. A well-planned programme of staff development is in place, aimed at evaluating and improving teaching.

The partnership with parents is very good. Parents spend time communicating with staff both formally and informally about their children and are well informed about the provision. There are also good opportunities for parents to receive and discuss information about their children's development. Parents are encouraged to participate and be involved in their children's learning, ensuring good links between home and pre-school nursery.

What is being done well?

- Children are developing their creative skills and are encouraged to investigate, explore and use their imagination. This is particularly encouraged by the provision of a discovery area.
- Staff provide a wide variety of resources, which is used effectively to ensure children are stimulated and always interested.
- Staff work well as a team. They are very enthusiastic and are always looking to try out new ideas and different activities, therefore providing a very stimulating environment.
- Staff provide very well planned activities in an imaginative manner, which ensures children are motivated to learn.

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| <ul style="list-style-type: none">● Staff foster children's independence and enable children to select resources and activities for themselves. |
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What needs to be improved?

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| <ul style="list-style-type: none">● the opportunities for children to develop their knowledge in calculation in spontaneous situations. |
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What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are involved in a stimulating range of activities that helps them progress and motivates them to learn. All are able to sit and concentrate for appropriate periods of time and are confident to try new experiences. Children are encouraged to be independent and are able to choose between activities, select resources for themselves and take care of their personal needs. Children behave well and are able to take turns, share and are learning to show respect for each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children take part in a variety of activities, which develops their listening skills. They are able to confidently communicate ideas and feelings and use speech to explore real and imagined experiences. Children are developing an enjoyment of books and demonstrate an understanding of how to use them and use language to predict. Children are able to recognise and attempt to write their own names and write for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are able to learn about number through a range of well-planned and spontaneous activities. Children count confidently to ten with meaning and are able to recognise numbers up to ten and beyond. Children are developing an understanding of calculation in planned situations on a daily basis, however they do not always have opportunities to investigate calculation in spontaneous situations. All children are using mathematical ideas to solve problems and are able to recognise shape and size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to discuss their families past and future events with confidence. They are able to investigate and explore a range of man-made and natural materials, which is enhanced by the use of a discovery area. Children are able to observe the natural world and the community in which they live. They grow plants from seed and investigate bugs and insects. Children are learning about their own and other cultures and beliefs during spontaneous and planned play.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are involved in well-planned physical play sessions daily, both indoors and outdoors. They are developing a sense of space and are able to use both small and large equipment with confidence and control. All children are developing a good awareness of their own bodies and enjoy music and movement. A wide range of tools is freely accessible to develop hand and eye co-ordination.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have plenty of opportunities to explore colour, texture, shape, form and space. The provision of a discovery area encourages them to respond in a variety of ways to what they see, hear, smell, taste, touch and feel and to use their imagination. Children express their ideas, thoughts and feelings through a variety of activities. All children confidently recite nursery rhymes from memory in small group situations and explore music and movement.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to providing the opportunity for children to develop their knowledge of calculation in spontaneous situations.

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.