



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 156085

DfES Number: 544062

INSPECTION DETAILS

Inspection Date 19/02/2004
Inspector Name Linda Patricia Coccia

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Smilers Ltd., Wainscott School
Setting Address Wainscott Road
 Wainscott
 Rochester
 Kent
 ME2 4JY

REGISTERED PROVIDER DETAILS

Name Ms Keren Everett

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

Smilers Ltd Nursery & Out of School opened in 2001. It operates from two rooms in a purpose built mobile, on school premises in Wainscott, Rochester. The facility serves the local area.

There are currently 120 children from 2 to 8 years on roll. This includes 37 funded 3-year-olds and 17 funded 4-year-olds. Children attend for a variety of sessions. The setting currently supports no children with special needs and 1 child who speaks English as an additional language.

The group opens five days a week all year round. Sessions are from 08.00 to 17.30.

There are 12 staff who work with the children. Over 90% of the staff have early years qualifications to NVQ level 2 or 3. One staff member is currently working towards a recognised early years qualification. The setting receives support from a teacher and mentor from the local Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Smilers Ltd., Wainscott School provides good quality care for children. The staff have very good relationships with the children and are respectful of their needs.

The day care is well organised. The staff work effectively as a team. The operational plan is well written and made available to parents. The group have effective procedures for the recruitment and vetting of staff. An attendance record is well maintained and clearly shows children's arrival and departure times. The premises, toys and equipment are clean and well maintained.

The children are safe and well cared for. The premises are secure. Daily risk assessments are carried out and appropriate safety equipment is in place. Children practise emergency evacuation procedures. The group's accident and medication records are well maintained and are confidential. Children are provided with drinks

and snacks which are healthy and nutritious. Parents are able to provide a packed lunch for their child. The group has child protection procedures which are in accordance with their local authority guidelines.

The group provides a very good selection of toys and activities which help children develop in all areas of learning. Children are able to make choices about the toys they play with and they are supported by staff who encourage experimentation and imagination. All children have access to all toys. There are plenty of positive images of equality of opportunity for race and culture displayed, but the group could provide more images of disability and gender. Staff praise and encourage good behaviour and children are well behaved and co-operative.

The group has plenty of evidence of positive feedback from parents. Parents are given lots of written information about how the group functions and have regular meetings with staff to discuss how their children are progressing.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The staff have very good relationships with the children. They enjoy their company and know them well. They spend a lot of time talking and playing with children and helping them to learn. The children are very happy and settled.
- The group has an extensive selection of good quality toys and equipment. They use these to plan stimulating and exciting activities to promote children's development. The interest table encourages children to experiment. Children can make choices about what they play with and are happy and engaged in their play.
- The premises are safe and secure for children. Appropriate safety equipment such as socket covers and safety gates are used. The children practise evacuation procedures to enable them to leave the premises safely in an emergency.
- The staff use positive and consistent strategies to manage children's behaviour. Strategies are planned to ensure individual children's needs are met. Reward stickers are sometimes used. The children are well behaved and respectful.

What needs to be improved?

- the use of children's time
- the positive images of disability and gender available to children.

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
9	Ensure positive images of disability and gender are provided.

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

How effective is the nursery education?

Smilers Ltd., Wainscott School provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals.

Teaching is of a generally good quality. Staff have a good knowledge of the early learning goals. They use this and their knowledge of the children when planning activities to interest and stimulate the children's learning. Planning includes opportunities to extend the learning of the older and more capable children. Staff extend children's knowledge by encouraging new skills and by building on learnt ones. Good supporting photographic evidence is provided. Staff teach the children by example and are excellent role models. They encourage the children to move freely between activities and support them in the use of the available resources. The children are confident and well behaved.

Leadership and management is very good. The supervisor and staff know their roles within the pre-school and have good working relationships with each other. The staff are committed to the care and development of the children. Regular staff supervision and appraisals take place. Staff are encouraged to undertake training which they do whenever possible. Room staff meetings are held each week to evaluate activities and how things have gone during the week.

There is a good relationship between the group and the parents. Weekly plans are displayed on the parents' notice board. Parents are kept well informed of their child's progress. Children's records are always available for parents to share with their child's keyworker. Parents are able to have an input into the setting of targets for their child. Parents feel that staff are friendly and approachable. A parent questionnaire is used to ask parents' opinion about the group and there is also a suggestion box for ideas. The nursery has an 'Open House' for parents when the school has its Open Day.

What is being done well?

- Partnership with parents is very good. Parents are encouraged to work with staff to set targets for their child and take an active interest in their child's progress. Children receive continuity in all areas of their care and learning.
- The staff teach the children by example and are good role models. Children know how to behave and understand what is acceptable and what is not.
- Children's personal, social and emotional development is good. Children are confident and independent and form good relationships with staff and their peers.
- Leadership and management is good. Staff work well together and are committed to the learning and development of the children. Children receive good support.

- Children are confident communicators. They are able to use resources to act out every day scenarios and imaginary situations.

What needs to be improved?

- staff support for children when writing their names, encouraging them to form letters correctly
- the use of comparative language in mathematics
- the provision of positive images and resources reflecting disability.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have good self-esteem and confidence. They are independent and have self-care. They can select toys and work independently. The children have a good understanding of the needs of others. They are able to form relationships, take turns and play together in groups. Staff are good role models for the children. Children's behaviour is good and they understand right from wrong. They show great delight at their achievements.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are encouraged by staff to read, share and enjoy books. They are able to follow text and predict the stories. Staff provide interesting opportunities to introduce the children to phonics, linking sounds to letters and words, with the use of 'Inky Mouse' hand puppet. Labelling is clear and at child height. Children show good use of imagination. They work together to extend their thoughts and ideas. Staff miss opportunities to help children form letters correctly and write their names.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can count reliably up to ten, some four-year-olds beyond this. They are able to recognise written numbers. Both three and four-year-olds show an ability to calculate and do simple addition and subtraction. Staff do not always use comparative language when talking about shape, position, recognising and recreating simple patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Positive images of people from other cultures and backgrounds are provided. Children have access to information about people in different parts of the world. They can identify different countries on a world map. Four-year-olds show ability in the use of information and communication technology, whereas some three-year-olds require support. There are limited toys and equipment, which provide children with positive images of disability.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Staff provide children with opportunities to use large and small equipment. The children can move safely and confidently. Children are given opportunities for outdoor play and are able to move with control and co-ordination. Children recognise changes in their bodies when active, keeping moving when playing outside when it is cold and recognising the need to wear warm clothing in the winter.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children have opportunities to create, explore and develop their creative skills by using different mediums and materials. They are able to use their imagination well, especially four-year-olds, in role-play. They extend their play and include others in their games. Staff support children well in their play, helping them to build on their skills and knowledge.

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

- Key Issues:-
- support children when writing and help them to form letters correctly
- use comparative language, for mathematics, to extend children's knowledge and understanding.

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.