



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 403574

DfES Number: 534282

### INSPECTION DETAILS

Inspection Date	27/07/2004
Inspector Name	William, Peter Stringer

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	All Smiles Pre-School Playgroup
Setting Address	Rosehill Church Westbourne Avenue Bolton Lancashire BL3 2JZ

### REGISTERED PROVIDER DETAILS

Name	The partnership of Victoria Clarke and Grace Leach
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### ORGANISATION DETAILS

Name	Victoria Clarke and Grace Leach
Address	Rosehill Church Westbourne Avenue Bolton Lancashire BL3 2JZ

## 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

All Smiles Pre School (formerly Rosehill Pre School) was registered under it's current providers in 1996, although it has been in existence for some twenty years. It operates from it's own equipped room and the main hall within The Rosehill United Reform Church, which is located in the Great Lever district of Bolton. The pre school serves the local community and beyond.

There are currently 27 children from 2 to 5 years on roll. This includes 14 funded three year olds and 4 funded four year olds. The Pre school opens five days a week during term time offering sessional and full day care. Sessions run from 09:00 until 11:30 with lunch until the afternoon session which runs from 12:30 until 15:00.

There are 4 part time and two full time staff working with the children. Each of the current staff have an early years qualification of NVQ level 2 or 3, and one member of staff is currently working toward level 3. The setting receives support from the Bolton Early Years Development and Childcare Partnership.

### How good is the Day Care?

All Smiles Pre-School provides good care for children.

The staff team are committed to the care and education of the children, and attend courses and training events. They have up to date knowledge on most aspects of child care. The provision is very well organised, the staff work well as a team to ensure that each session runs smoothly. They have policies and procedures in place, which have been reviewed recently. However, some aspects of record keeping require improvement.

The staff get to know the children very well. They have effective procedures for settling new children and supporting them, such as the key person system and appropriate staff to child ratios, to enable the children to feel secure and confident in the pre-school environment. The staff are skilled in identifying and meeting the individual needs of children, and provide very good support to children with special

needs. The children benefit from a well organised play environment and range of interesting and stimulating activities. They can reach toys and equipment easily, and move around the play areas freely, choosing what they would like to play with. The staff support the children well during play, talking to them and asking questions to ensure that children benefit from each activity. The children behave well in the pre-school environment, in response to the frequent praise and encouragement they receive from the staff.

The pre-school offers a safe and healthy environment for children. Staff observe good practice and high levels of supervision to ensure that children are safe. Safety measures are in place. However, the child protection statement should be revised to include current Government guidance. Good attention is given to practices to keep children healthy, such as good hygiene and healthy snacks.

Parents and carers are made very welcome in the pre-school. There are good systems in place such as a parents' notice board, newsletters and informal discussion with staff.

#### **What has improved since the last inspection?**

At the last inspection the setting was required to address several issues which related to the documentation maintained by the pre-school.

- (1) Further develop the Operational Plan.
- (2) Obtain copy of curriculum guidance for the foundation stage.
- (3) Ensure confidential information is stored in a secure place.
- (4) Develop the child protection statement to include the procedure to be followed in the event of an allegation being made against a member of staff.
- (5) Undertake a risk assessment of the premises.
- (6) Evaluate fire evacuation procedures.
- (7) Further develop the special needs statement.
- (8) Develop a behaviour management statement.

These areas have all be addressed and incorporated in to the newly revised Operational Plan, to the benefit of parents and the wellbeing of the children attending the pre school.

#### **What is being done well?**

- The staff are very calm and patient. They work well with the children, meeting their individual needs, providing a good range of activities and encouraging good behaviour through their positive approach.

- Good staff to child ratios ensure that children are well supported and offered individual attention when they need it.
- The staff work very well together as a team. They have a good awareness of their roles and responsibilities which enables the provision to run smoothly. Routines for individual groups are good and work well in practice. This enables children to make friends, and to socialise in a relaxed environment. Children can access resources and equipment, which promotes their independence skills well.
- The staff ensure that parents are well informed, by talking to them each day about what the children have been doing and through newsletters and a notice board with information about pre-school events. Parents are made to feel welcome in the setting and value the service provided.

#### **What needs to be improved?**

- the registration procedure
- the medication procedure
- the training of designated child protection person
- the child protection statement.

#### **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	Enter children`s actual hours of attendance on the daily registration system.
7	Ensure that written parental consent is part of the medication procedure.
13	Ensure that the designated person for child protection undertakes relevant training.

13	Review the child protection statement to include “What to do if you are worried a child is being abused-summary” document.
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## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

All Smiles Pre-School Playgroup provides generally good quality nursery education which enables children to make generally good progress toward the early learning goals in all six areas of learning.

Teaching is generally good and planning covers all areas of learning. An effective system is place to monitor children's progress through the stepping stones but plans do not always contain sufficient information to inform teaching. Staff have a generally good understanding of the early learning goals. They plan opportunities for children to learn through free play and adult led activities. Good quality resources are in place to support learning in all areas. Staff manage children behaviour well and are good role models for the children.

The leadership and management of the setting is generally good. Management are working towards a system for staff appraisals, to identify individual training needs. This would provide a more structured approach to staff development. Management are strongly committed to ongoing improvement of the group through training. They have implemented new ideas within the group that have brought about improvements for children as a result of new initiatives. Management are able to identify their own areas for development in the educational programme and are working towards developing them.

The partnership with parents and carers is generally good. Parents receive good quality information on the provision in the brochure and additional information on the six areas of learning in a letter. Parents are encouraged to join in with their child's learning by providing resources related to the theme. They are aware of the records staff maintain on children and these are always available. Parents feel well informed about what their child is learning through what children do at home, contact with staff, and examples of their work. Staff do not yet take account of what children can already do when they join the group.

### What is being done well?

- Children form good relationships with each other and the staff.
- Staff have an effective partnership with parents, where parents feel confident to discuss any concerns with staff.
- Management are strongly committed to ongoing development of the staff team through training.

### What needs to be improved?

- Planning

- Gathering information from parents.

**What has improved since the last inspection?**

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children separate from their main carer confidently and select their own activity from the range available. They learn to take turns as they play games together. They form good relationships with each other and show care for younger children. They are confident to ask staff for activities that are not readily available. Children are able to pour own drinks at snack time. Staff interaction at snack time does not always build children's self-esteem as discussions are not always extended.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Staff provide many opportunities for children to enjoy books and stories. Children listen well at story time to books chosen on visits to the library. They use the mark making area well, where they select their own resources. Children are able to easily recognise their name at self registration and many are able to write their first name with most of the letters correctly formed. They join in enthusiastically with familiar songs. Plans do not include key words to extend children's vocabulary.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are learning to count as they join in with number rhymes. Some children are able to count beyond seven. They learn about shape as they create pictures using shapes. Children are beginning to recognise significant numbers. Practical activities (e.g. taking seeds away to add to the pot when planting) help children to begin to learn about addition and subtraction.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children learn about their local environment through trips to the local park, visits to the library and feeding the ducks. They learn how things grow as they plant and take care of seeds. Children are becoming increasingly confident in using the computer but their progress is insufficiently monitored by staff. Children share information about past events in their lives (e.g. holidays). Children are beginning to learn about other peoples cultures as well as their own.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Visits from the dental nurse keep children well informed about keeping teeth healthy. Children learn about changes to their body after exercise through discussion with staff. Children handle tools confidently as they use scissors to cut out around pictures they have drawn. Staff plan additional opportunities for children to have an increased variety to physical activities (e.g. Tumble Jungle). Children show awareness of others when dancing to avoid colliding with other children.



CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children use their imagination well as they become involved in role play. They learn about colour, texture and shapes using a wide variety of paint, collage and modelling materials. Children build three-dimensional shapes using recycled materials and construction sets. They join in enthusiastically with singing at circle time. Children are introduced to a wide variety of music and experience using musical instruments.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

### **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**

- Extend short term plans to contain sufficient information to inform teaching.
- Continue to develop the partnership with parents and carers to take account of what children already know and can do when they join playgroup.

*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.*