



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY248943

DfES Number:

### INSPECTION DETAILS

Inspection Date 19/01/2004  
Inspector Name Lynne Stephanie Bowden

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Smiling Faces Pre-School  
Setting Address The Elliot Hut St Francis Cofe School  
Longfield  
Falmouth  
Cornwall  
TR11 4SU

### REGISTERED PROVIDER DETAILS

Name The Committee of Smiling Faces Pre-School

### ORGANISATION DETAILS

Name Smiling Faces Pre-School  
Address The Elliott Huts, St Francis C of E School  
Longfield  
Falmouth  
Cornwall  
TR11 4SU

## 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

Smiling Faces pre-school is a well-established committee run group, moved to present premises in June 2003. It operates from 2 rooms in a portable building set in the grounds of St. Francis C of E School, on the outskirts of Falmouth town. The pre-school serves children from Falmouth town and outlying areas.

The pre-school is registered for 23 children aged 2 to 5 years. There are currently 30 children on roll. This includes 8 funded 4 year olds and 9 funded 3 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs, none currently speak English as an additional language, but the group has supported such children in the past.

The group opens 6 sessions per week during term-time. The sessions are 9:00 till 11:30, Monday to Friday and 12:30 till 15:00, Wednesday.

Two full-time and three part-time staff work with the children, two have early years qualifications to NVQ level 2 and 3 and two are working towards recognised early years qualifications. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP) and is a member of the Pre School Learning Alliance (PLA).

### How good is the Day Care?

Smiling Faces Pre-School provides satisfactory care for children. Staff are deployed well. Documentation is well organised and most procedures are effectively followed. There is no formal induction procedure, some adults are unsure of the contents of policies and pre school practice. A range of resources is provided, though there is a lack of resources which reflect positive images of equal opportunity and anti-discriminatory practice. High priority is given to safety and staff are vigilant. They have a good understanding of child protection procedures.

Staff are consistent in their management of children's behaviour. Staff use continual

praise and encouragement well. Children behave well. Staff plan and provide a range of activities and play opportunities, which help children to develop skills and abilities in most areas of learning. However there is a limited choice of large play equipment. Adults listen to children and respond appropriately to their questions. However, they are not fully aware of children's emotions and feelings when expressed non-verbally. Staff make good use of indoor premises. Management have identified the need to improve access to outside play.

Partnership with parents is satisfactory. Staff provide a personal welcome to children and parents as they arrive and depart. Staff follow the good settling in procedures. There are plans to provide increased opportunities for sharing of regular information about each child's progress.

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

Not applicable

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

- Safety measures are given high priority. Staff have a good awareness of health and safety regulations, and follow them as appropriate. Staff are vigilant, and well deployed to supervise the children. Children feel safe and secure.
- Staff have a good knowledge and understanding of child protection procedures, of their responsibilities and are able to take any action as necessary.
- Documentation is well organised, records are available as necessary and are securely stored.

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

- the induction procedure
- staff's awareness of the children's emotions and feelings when expressed non verbally
- provision of large play equipment
- range of resources that promote equal opportunity and anti discriminatory practice.

#### **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	Improve staff induction procedure.
3	Improve staff's awareness of the children's non verbal communication.
5	Ensure that sufficient large play equipment is available to meet the developmental needs of children.
9	Ensure that children have access to an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.

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

### How effective is the nursery education?

Smiling Faces Pre-school offers generally good nursery education. Children are making generally good progress towards the early learning goals in personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world, creative and physical development. There are significant weaknesses in children's development in mathematics.

The quality of teaching is generally good. Staff plan a broad range of interesting activities linked to the stepping stones toward early learning goals. They establish clear routines where children feel secure and know what to expect. Staff have high expectations of behaviour and are very good role models for children. However, there are some gaps in children's learning and activities do not always sufficiently extend the older and more able children. Some staff's knowledge of the early learning goals needs to be improved.

Leadership and management are very good. Staff work very well together. The manager ensures all staff are fully briefed about the days activities and learning intentions before each session. Effective staff appraisal systems are used to evaluate strengths and weaknesses and to influence individual training plans.

Partnership with parents is generally good. Parents receive good quality information about the pre-school. Regular newsletters keep them well informed about future topics and how they can be involved. They are invited to send in resources to make good links with home. However, staff do not provide parents with opportunities to share and record what they know their child already knows, understands and can do on entry to the setting.

### What is being done well?

- Children are very well behaved. This is largely due to the high expectations of staff and how well they develop consistent routines that enable children to feel safe and secure.
- Children are competent users of everyday machines and technology. They switch on and play computer games, print off their pictures and use tape recorders and headphones unaided.
- Children have developed very good hand eye co-ordination. They use tools and equipment with increasing skill.
- Leadership and management are very good. Staff work well together to deliver the curriculum and evaluate strengths and weaknesses.

### What needs to be improved?

- the planning of activities and daily routines to ensure children have regular opportunities to add and subtract, link numerals to symbols and letters to their sounds
- the children's access to equipment and space to develop their physical skills as they climb, balance, skip, run and jump
- the planning of activities and daily routines to challenge the older and more able children in all areas of learning
- the partnership with parents to enable an initial entry profile to be recorded for each child based on what the child already knows, understands and can do.

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

The pre-school has made generally good progress since the last inspection.

Staff now plan one session a week to provide opportunities for letter recognition linked to their sounds. However, not all children attend this session. Staff need to provide further, regular opportunities for all children to recognise the letters of the alphabet, learning their names and the associated sounds.

Parents now receive information about the curriculum and daily feedback about their child's progress. They are invited to attend a meeting at the end of the school year to discuss their child's progress towards the early learning goals.

Staff now plan more creative activities using natural and man made materials to enable children to investigate using their senses. However, children still need more opportunities to explore the living world around them.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident, proud of what they achieve and keen to share their success with others. They are friendly and show great respect for others, particularly when children sing solo. They play well together and talk freely about their feelings with staff. Some opportunities for older and more able children to further develop their independence are missed in daily routines.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident to talk about their own experiences and sing in front of large groups. Their vocabulary is growing as staff carefully introduce and explain new words. Children can recognise their own names and attempt to write their names in role play. They are developing good pre writing skills using fine tools. However, children do not link letters to sounds or label their own work routinely.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are learning to count to ten as they play games and make patterns. They understand and use positional language correctly as they play. Children recognise simple shapes and can guess which shape comes next as they complete complex jigsaws. However, numbers are not linked to numerals or other symbols and children do not calculate or compare groups of objects.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children know how to use computers and audio equipment. They complete games, print off their pictures, turn on and use a tape machine and headphones for themselves. Children show curiosity, observe and manipulate natural materials in creative play. However, children are not given a selection of materials and tools to try out their ideas. They have few opportunities to find out about the living world around them.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have developed very good hand eye co-ordination. They demonstrate increasing skill and control over fine tools and complex puzzles. They are learning about how to keep healthy through good hygiene routines and discussion with staff. They are learning to control their bodies as they imitate staff in music sessions. However, they do not routinely climb, run, jump, balance, or use large equipment to develop their physical skills.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children engage with enthusiasm with role play. They use their imagination well to act out scenarios together based on their home life. Children join in well with action rhymes. They sing along and some make up their own words and actions to share with the group. They enjoy exploring creative media using their senses. However, some resources are not readily available to extend activities for the older and more able children.

**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**

- evaluate the planning of activities to ensure children have opportunities to add and subtract, link numerals to symbols and letter shapes to their sounds
- provide regular opportunities for children to use large equipment to develop their physical skills and agility
- evaluate planning and organisation of activities and daily routines to ensure older and more able children are challenged in all areas of learning
- devise and initial entry profile for each child based on what parents know their child already knows, understands and can do.

*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.*