

Smiles and Giggles Nursery School

Inspection report for early years provision

Unique reference number	EY339935
Inspection date	24/02/2011
Inspector	Karen Scott

Setting address	32 Albion Road, Broadstairs, Kent, CT10 2UP
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Telephone number	01843 602115
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Email	
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Type of setting	Childcare on non-domestic premises
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Smiles and Giggles Nursery School is a privately run nursery which opened in 2006. The nursery operates from four rooms in a converted shop in the St Peter's area of Broadstairs. It is open each weekday from 8am to 6pm for 51 weeks of the year. All children share access to a secure enclosed outdoor area. The nursery has rabbits.

The nursery is registered on the Early Years Register. A maximum of 35 children may attend the nursery at any one time. There are currently 72 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is also registered on the compulsory and voluntary parts of the Childcare Register.

There are nine members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Level 2. Five members of staff are working towards a further qualification. The nursery provides funded early education for two, three and four-year-olds and receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children benefit from attending an inclusive setting where staff know the children's needs well and successfully promote their learning and welfare. Partnerships with parents, local schools and other agencies are strong and well established, assuring that children's needs are fully met and continuity in learning is maintained, and the setting is continuously thinking of how to build on these. The setting is ever evolving and evaluation is ongoing, involving everyone connected to the nursery. Consequently excellent progress has been made in improving outcomes for children and the capacity to maintain continuous improvement is excellent.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to encourage parental involvement, for example by all adding contributions to their children's Learning Journeys
- further encourage children's information and communication technological development by ensuring that equipment to do so is always readily available.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe and secure environment where thorough and extremely robust risk assessments are undertaken regularly to ensure that the setting and all toys and resources are safe for children to play with. Staff have an excellent awareness of the importance of their roles in safeguarding children. Their knowledge of the possible signs of child abuse and the procedures to follow should they have any concerns is secure and updated and they continuously think about how to keep children safe. For example, staff ensure that very young children play with large pieces of chalk that are safe if they chose to explore them. They remind children to keep themselves safe by not running indoors, for example, always giving clear explanations as to why to help children gain an awareness of possible safety issues. The nursery is committed to working in partnership with others, establishing strong relationships with other early years professionals caring for children. When children attend other settings the group liaise with them, sharing children's learning journeys, and learning from each other, working together to help children's achievement progress. When children require further support the nursery works very closely with specialists resulting in them helping children to make excellent progress. The nursery also ensures that they liaise with teachers before children attend school, easing the transition and continuing with children's developmental progress. Parents and carers are welcomed warmly to the setting and know that they can approach the staff for support and guidance whenever they wish. Children's Learning Journeys are always available for them to read and contribute to in order that they are able to share in their children's development and indeed many parents take time to add comments to them praising their child's progress. However, they are not always taken home and the setting is continuously thinking about how they can further support parents to contribute to them. Details of planned activities are displayed prominently and parents and carers appreciate knowing what they are and therefore being able to continue the learning at home and engage in conversation with their children about nursery. Staff take time to know children and their families working closely with parents to support them, guiding them in the direction of further support if required. They value their views and opinions and listen to what they would like from the nursery. Parents and carers are extremely happy with their choice of nursery. They feel well informed about policies and procedures, their child's welfare and development. They appreciate being able to telephone the setting whenever they wish and feel that their children are becoming confident learners in a setting that is a very good start to their educational life.

The nursery helps children to learn about the diverse society in which we live. They celebrate a range of festivals from different cultures and ask parents and carers to help the nursery learn about and celebrate festivals particular to them. They are respectful of their families' differences and work closely with them to ensure that their needs are met and their individualism respected. All children learn basic signing enabling them to communicate with everyone. When English is an additional language the staff work closely with families, learning relevant words and supplying dual language books, for example. Adults are highly effective in ensuring that all children are integrated. The manager is committed to

sustainability. The setting has undergone changes to the layout resulting in a better environment for all. Toys and resources are easily accessible and all children make choices about what they wish to play with. Staff are well deployed, interacting with children, extending their learning, but are also skilled at knowing when to stand back and let children lead their own play. Staff training is highly valued as a tool for improving staff knowledge which will in turn improve outcomes for children. Children benefit and thrive as a result of the setting that they are in. Morale is very high and all staff believe in the setting's success. They are all committed to continuous improvement and are fully involved in the evaluation of the setting. Each room has a developmental plan which is regularly reviewed and plans for improvement are all based around improving outcomes for children. The group works closely with advisors, valuing their input, and parents and carers whose opinions are taken through questionnaires and daily chats. Children's voices are also heard and they participate in activities where they evaluate the setting and make suggestions as to what they would like to add to it. Recommendations made at the previous inspection have all been acted on. For example, there are now rigorous systems in place to monitor, review and evaluate the educational programme which has resulted in the setting adding to their resources and introducing activities that have definitely improved outcomes for all children. Overall there has been outstanding progress in refurbishing the building and the changing of the whole nursery has provided better outcomes. However, evaluation is an ongoing process and the nursery is keen to provide an ever evolving service to meet the needs of the children and their families.

The quality and standards of the early years provision and outcomes for children

Children have formed strong relationships with all staff, feeling safe and secure in their presence, discussing things of importance to them with them. They turn to them for comfort when tired or upset and support when required such as help putting on their shoes, knowing that they will receive it. Staff encourage children to think about their own safety and overall they understand how to stay safe, explaining that you run outdoors only as you may trip over things indoors, for example. Good quality interaction helps babies and very young children to become secure and confident in the setting. Children adopt good personal hygiene routines; knowing why and when to wash their hands, taking themselves independently to the bathroom, and photographs of children currently attending the nursery remind them of processes. Access from all rooms to the outside areas enables free flow play between indoors and outdoors although on the day of the inspection children chose to play outdoors together. While outside children make choices about what they play with and are able to participate in a wide range of physical activities both in and outdoors. Drinks are always available and children help themselves, knowing when they may feel thirsty. Snack and lunch times are social occasions and children enjoy the opportunity to engage in conversations with their friends. Snacks are healthy with children choosing what fruit or vegetable they wish to eat, then preparing it by washing and cutting it, pouring their own drinks of water or milk. Children bring packed lunches and parents are given reminders about what constitutes a healthy lunch and children are beginning

to understand the concept, eating their sandwiches before other food, for example. Babies and young children are content and settled because their health, physical and dietary needs are met to exceptional standard.

All children have developed strong friendships, seeking out each other to share toys and play with. They have a positive attitude towards learning, being willing to participate in a range of activities and experiences. Children are kind, getting tissues for each other, for example. They are encouraged to have good manners and are praised when they do. Artwork is displayed prominently and is individual to the child that made it, encouraging creativity and making children feel that what they have made is valued. Children are also keen to share what they have made with their families and easily accessible coat hooks enable them to put their artwork straight in their bags as well as encourage their independence when putting on coats. Indeed babies unable to communicate crawl to their coat hooks to demonstrate that they would like to play outside. Children know what resources are available and make requests for ride on toys to play on outside, for example, and staff get them for them. Photographs of children are displayed around the setting at the children's eye level and they enjoy looking at them as well as their own Learning Journeys which they are able to add their own input to if they wish. Children are developing strong skills for the future. They are active, inquisitive and independent learners, gaining the ability to solve problems through play. Children help to care for the nursery's rabbits, many having them at home too. They use the nursery camera to take photographs of each other, celebrating achievements. Although evidence shows that children use a computer currently it is out of reach as the area it is used in has been changed into an 'under the water' theme, acknowledging children's love of and interest in a favourite book. Babies are developing excellent early skills and explore their surroundings with great interest.

Children's Learning Journeys are continued throughout the whole nursery, continuing on what children have already participated in and learnt. Staff make regular written and photographic observations which are placed in the Learning Journeys and used to highlight children's interests and where they may require further support, helping staff to plan for individual and group progress. Parents and carers share their children's starting points with the setting when they start, helping to monitor progress and offer children activities they like during the settling in process. Except for key worker time, play is child directed and staff are skilled at following themes that children introduce to create great learning activities that enthuse their interest and therefore encourage learning. Book areas are welcoming and comfortable and children enjoy curling up with adults for their favourite stories, joining in with words and actions. Stories are extended into play. For example, a cave has been created to follow on from their interest in a particular book and children act out scenarios when in it. Words are displayed around the setting and children see their names, recognising their own and each others. Pre-writing and writing skills are practised at children's level and through play. Staff introduce mathematical concepts to children when they are playing, discussing the size of the dolls house and more or less when playing with water, for example. Children measured each other making a chart, writing names on it too. There are many opportunities for children to develop their motor skills both in and outdoors as the garden is an extension of the indoor learning area. The setting understands that children need to develop their gross motor skills to become good

writers and a large wall with paints and utensils is available for children to do this resulting in a bright and cheerful mural that is children's own and is ever developing and changing. All children explore a range of textures, exploring sand, gloop and food items such as baked beans, for example. They are able to help themselves to resources to support this play. For example, a child takes bowls from the snack trolley when pretending to make soup with water so that he is able to give it to an adult. Children enjoy playing musical instruments in time to music, exploring the sounds that they make, as well as using other toys such as banging two pieces of puzzle together to discover the sounds they make. Small world toys and the role play areas which are adapted to follow themes are used imaginatively by children who take on roles. Cardboard boxes have been decorated to make a train and children pretend hoops are black holes and children show great pleasure, enthusiasm and imagination when playing with these. Babies enjoy playing with pieces of coloured material looking at patterns, colour and the shapes they make. While outside children hunt for mini beats and use magnifying glasses to explore their bodies, showing great interest in what they discover. Children also enjoy planting produce. Visits by the dentist are appreciated and help children to learn about how to look after their teeth as well as what others do. They also participate in activities that help them to think about the important people in their lives. Building bricks are used to construct recognisable objects such as bridges over the train track. Overall children are thriving and making excellent progress in a setting where they are offered a vast range of activities and experiences across all the developmental areas.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met