

Smileys Before & After School Club

Inspection report for early years provision

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Inspector

Janet Keeling

Setting address

St. Johns C of E CP School, Weston Road, Stafford,
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Smileys Before and After School Club registered in 2005. The setting is privately owned and operates from a mobile classroom in the grounds of St Johns Church of England Primary School in Stafford. Children have access to a secure outdoor area and to the schools playing fields. The setting serves children and families from the local and surrounding areas.

A maximum of 38 children from three years to under eight years may attend the setting at any one time. The setting currently takes children from four years of age and also offers care to children aged eight to 11 years. There are currently 70 children on roll, of these five children are within the early years age group. Children attend for a variety of sessions. The setting is open Monday to Friday from 8am to 9am and from 3pm to 6pm, during school term times only. The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

There are eight members of staff who work directly with the children. Of these, five hold an appropriate qualification at level 3 in early years while two staff are currently working towards a qualification at level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children participate in a range of activities and share warm, friendly relationships with staff and their peers. Staff have a sound awareness of the Early Years Foundation Stage framework and provide a range of enjoyable activities which take account of children's individual interests. Partnerships with parents are well established, although, links with other early years professionals are still in their infancy. Priority is given to safeguarding children, but not all risks to children have been fully minimised. The manager demonstrates a sound commitment towards continuous improvement and is developing a self-evaluation system. The capacity to improve is satisfactory.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend risk assessments further so that they cover everything with which a child may come into contact, this specifically refers to the convector heaters in the playroom
- develop further the process of self-evaluation in order to monitor and evaluate the setting's strengths and areas for improvement
- develop links with other providers of the Early Years Foundation Stage in order to further support children's ongoing learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded. Staff have a sound understanding of their roles and responsibilities to protect children in their care. This includes their duty to record and report any concerns and to share the setting's safeguarding policy with parents on admission. Sound procedures for the recruitment and vetting of staff are in place, together with procedures for the induction of new staff. Staff routinely verify the identity of all visitors and have a visitors' book in place. Written fire evacuation procedures are in place and staff ensure that fire drills are completed. Risk assessments are in place, however, they do not clearly identify what action has been taken to minimise all risks to children. This refers to the convector heaters in the playroom, which are guarded but are not appropriately temperature regulated and as a result the guards become very hot. Therefore, these pose a potential risk to children's safety. Staff are successfully deployed to support the children's learning and welfare and ensure that available space is used to support children's individual needs and interests.

Staff are motivated, warmly interact with children during play and respond positively to their individual needs. Consequently, children feel safe and secure. A positive equality and diversity policy outlines a commitment to promoting inclusive practice within the setting where all children are valued and respected as individuals. The manager and staff are aware of the importance of improving outcomes for children. However, there are no formal systems in place to monitor and evaluate their practice. Consequently, this impacts on the ongoing development of the setting. Staff do, however, seek feedback from the children about activities in the group and are aware of activities which are popular with the children. During the inspection feedback from the children was positive. They said that they enjoyed attending the setting and were happy. They proudly shared information about their team achievements and the 'Smiley of the Week' certificate, which are awarded in celebration of the children's achievements.

Staff have established meaningful relationships with parents and carers, and as a result, children's needs are supported. Parents receive a warm welcome from staff who competently share information, ensuring that parents and carers are kept fully informed. They receive a prospectus before their child starts at the setting and also have access to the setting's policies and procedures. A parents' notice board ensures that parents and carers have access to information about the running of the group. For example, their registration certificate and public liability documents are displayed. During the inspection parents spoke very highly of the setting. They commented that their children are very happy and kept safe within the setting. Staff take and collect children from the host school, where relationships have been developed. However, more formal links with the Foundation Stage teacher and other early years settings are currently being established in order to ensure continuity of care and learning for all children.

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

Children benefit from the staff's caring and friendly manner. Staff genuinely enjoy their roles and responsibilities and spend quality time interacting and supporting children. All children are valued and treated with equal concern, with any specific requirements being met sensitively through discussion with parents. On admission to the setting all required documentation is completed which records children's individual needs, and as a result, children are cared for according to their parents' wishes. Children are provided with opportunities to play independently, alongside each other and in groups. Children are happy at the setting and look forward to meeting up with their friends where they can share the day's news and play together.

Children are aware of the day to day routine. They hang up their coats and belongings, find their name card to self-register, and then sit around the table for a snack and a drink. Snack time is a very sociable occasion. Children chat with their peers and relax. They then make choices about their own play. They are aware of what equipment is available and confidently request to have equipment out during the session. They adore outdoor play and have daily opportunities to develop their physical skills. For example, while outdoors a group of children have fun as they play football. There is great excitement and friendly competitiveness as children compete to see who can hit the shuttlecock the furthest. Children also enjoy team games on the school playing fields. Indoors, there is also great fun as children engage in an activity called Search and Find. They cooperate and support each other as they try to find the hidden objects on their pictures and when they do there are great celebrations. Children are very aware of other children's needs and can be found helping and supporting them while engaged in activities. Children regularly take part in gardening activities. For example, they help to weed and prepare the flower beds before planting the daffodils.

Children develop confidence and self-esteem because staff give regular praise, encouragement and support. Their contributions within the setting are recognised and as a result, their sense of belonging is fostered. For example, staff listen carefully to children's views and ideas and encourage them to display their own work around the room. They are developing an understanding of the wider world as they access resources that are representative of diversity and also celebrate cultural festivals throughout the year. Children have a growing awareness of how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. For example, before going outdoors staff remind children of the boundaries. Also, children are aware that they must use their name cards to register if they are going outdoors. They demonstrate a growing awareness of their own health and hygiene needs and are aware of the importance of washing their hands before snacks. Children recognise the changes that happen to their bodies when they are active. For example, after returning from outdoor play children help themselves to a drink because they feel thirsty. At snack time they try a range of foods and during Chinese New Year they enjoyed noodles and prawn crackers. Children are making sound progress and are learning skills which will help them in their future education.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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