

All Smiles Pre-School Playgroup

Inspection report for early years provision

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Inspector	Vickie Halliwell

Setting address	Rosehill Church, Westbourne Avenue, Bolton, Lancashire, BL3 2JZ
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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*.

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Description of the setting

All Smiles pre-school (formerly Rosehill Pre School) is privately owned and managed. It is registered under its current provider in 1996 and operates from its 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 is registered on the Early Years Register and serves the local area. It is registered for 20 children under five years and there are currently 36 children on roll. The nursery provides funded early education for three and four year olds.

The setting is open five days a week from 8.30am until 3.30pm in term time only. All children share access to a secure outdoor play area. The setting is accessed via small steps; there are two additional steps from the hall into the main play area. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are a team of five staff including the manager, of whom four hold a National Vocational Qualification at Level 3. The setting is supported by the local early year's team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in a stimulating and intriguing child centred environment. The caring and dedicated staff team work effectively to promote all aspects of children's care, learning and development. Children are motivated by their surroundings and receive high levels of support, staff are well informed about children's individual capabilities and tailor activities to meet individual learning needs. Consequently, children are making good progress towards the early learning goals given their starting points. Partnerships with external agencies are strong and the setting are committed to working in partnership with parents. The settings capacity to improve is strong, rigorous self evaluation is used to secure continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure accident records include details of the first aid treatment given (Safeguarding and welfare) 28/06/2011

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

- ensure staff are fully aware of the procedures to be followed in the event of an allegation being made against a member of staff
- provide further opportunities for parents to be involved in their child's

learning and development, so that they share details of children's capabilities at admission and regularly review and contribute to their child's learning and development record

- review the current arrangement for hand washing following messy play and take any necessary steps to help prevent cross infection.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded; the staff team work closely with external agencies to ensure children's safety and protection. Staff are aware of possible indicators of abuse and are clear about their responsibility to record and report their concerns. The setting have two designated child protection officers, who regularly review the settings safeguarding policies and procedures to ensure they reflect Bolton's Framework for Action. Clear guidance is prominently displayed, to ensure appropriate steps are taken to safeguard children, in the event of an allegation being made against a member of staff. However, when questioned some key staff failed to demonstrate a secure knowledge although they were aware of and would refer to the guidance issued by the local authority. This highlights the importance of the first five minutes after an allegation is made against a member of staff. Recruitment and vetting procedures are strong and all adults have undergone checks to ensure their suitability, which further safeguards children. Risk assessments are documented and appropriate steps are taken to minimise hazards, consequently children move and play safely within the setting. Children benefit from daily access to the enclosed church grounds, rigorous risk assessments are completed and staff are vigilant ensuring high levels of supervision at all times. Established procedures are well implemented to ensure children's safety on outings.

Space and resources are particularly well used, every corner of the designated play room is utilised, to ensure a wealth of activities and resources are continually available for the children to explore. Low level divides help create specific areas of learning, although children heavily influence how areas are resourced and used. For example, one child explains she needs a cooker in the investigation area, so staff relocate the microwave from the role play area, the child plays happily 'cooking' her beans and lentils. The experienced staff team are effectively deployed, they move fluidly around the room responding to children's interests, instinctively extending or facilitating children's play. The setting is jointly managed and both managers work directly with the children, leading the staff team by positive example. Staff are encouraged to reflect on their practice and play an integral role in the development of policies. Opportunities for professional development are good and all staff complete regular in service training which enhances the provision they provide. For example, Information learnt on letters and sounds training is now firmly embedded within the setting. Leadership and management is strong, the management are ambitious and are committed to the continued development of the service. The Ofsted self-evaluation form is used as the basis for ongoing internal review and priorities for improvement are well targeted to improve outcomes for children. For example, using an interpreter at initial visits to help overcome language barriers.

Attention to written records is good, clear well organised systems are in place to ensure all records required for the safe and efficient management of the setting are maintained. However, some accident records do not include details of the first aid treatment given, which is a specific legal requirement. Parents are well informed about the provision, a wealth of information is shared at admission and the setting promote an open door policy to encourage parents to share information at any time. The setting provides an inclusive service and continually strives to breakdown language barriers. Systems to ensure children with special educational needs are identified and receive the support they need are excellent. Staff work very closely with external agencies, such as Health Visitors, Social Workers, Speech Therapists and a teacher for the deaf to help meet children's individual needs. The setting values parents as their child's first educator and encourages parents to share what they know about their child, both verbally and through the completion of written records, including the all about me booklet. However, whilst all required documents are completed, relatively few documents are returned which include details of children's capabilities. The setting are keen to address this and have enlisted the help of an interpreter to help improve the response rate when children are admitted in September. Parents are advised they may view their child's records and any time, although formal parents sessions have been unsuccessful, with very limited attendance.

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

All aspects of children welfare are well promoted and children's personal social and emotional development is particularly well fostered. Each child's unique contribution to the setting is valued and children benefit from secure and loving relationships with the staff. As a result, children demonstrate a strong sense of belonging; they move confidently around the setting and make meaningful choices about how they spend their time. Children's good health is generally very well promoted; staff help children learn about the importance of good personal hygiene, such as, appropriate washing hands before eating and after toileting. However, the arrangements for hand washing following messy play are not ideal. Children have continuous access to a wide range of sensory and messy play activities and routinely rinse their hands in a shared water bowl within the main play area, as it is not practical for staff to continuously escort children to and from the main bathroom. Staff regularly refresh the water and ensure it is only used when children wish to rinse sand or paint from their hands, to help minimise the risk of cross contamination.

Children have excellent opportunities to learn about ways in which they can keep themselves safe. Staff identify a number of potential road safety incidents as children leave the setting and take action to raise both parents and children's awareness of hazards. Road safety information is provided for parents and children are learning how to keep themselves safe. Staff read stories which raise children's awareness of the importance of wearing seat belts, create role play situations

where children fasten their seat belt before setting off on a journey. In addition, children are taken out into the community where they learn to cross in a safe place, waiting for the green man before crossing the road. Children play with imagination; they enjoy challenge and persevere with activities, for example, using pegs and fabrics to make a den. Children are active and inquisitive learners; they thrive in a supportive but challenging environment and make very good use of the excellent range of resources. Staff embrace children's ideas and interests, for example, a child notices another is wearing a headband and decides to make one. Staff encourage children to work out how many strips of paper are needed, how they can be joined together and how it should be decorated. The quality of teaching is excellent as staff ensure children are challenged yet fully supported as they design and make their own head band, the child clearly proud of his achievement shows his friends who eagerly seek out the resources to make their own head bands.

Children are learning to count; they benefit from a number rich environment and are routinely encouraged to use number for a purpose. For example, when they say how many foam pieces they need for their picture, a member of staff asks children to count how many they have and work out how many more they need. Staff are knowledgeable about how children learn and help narrow the achievement gap by meeting children's individual needs. For example identifying that some children learn better outdoors, as a result children are asked to collect leaves, they then sort the leaves according to colour and count how many of each colour they have. Trips into the local community are well used to engage children, for example, children take a number from the number line then match it to numbers they see around them on front doors of car number plates. Good systems are in place to support children who speak English as an additional language, children spontaneously clap the sounds in their names and wait eagerly for the group activity anticipating the number of sounds in the names of other children.

Staff have an excellent understanding of the Early Years Foundation Stage, planning is clearly driven by children's interests and skilfully adapted to take account of spontaneous opportunities. For example, the discovery of two abandoned bird nests, prompts lots of discussion about the differences in size, how they were made and who lived in them. Staff subsequently provide opportunities for children to make their own nests. Clear systems are in place to monitor the quality of the educational programme and the e-tracker is reviewed each term to help identify any weaknesses in the provision, which are addressed the following term. Systems to monitor children's progress after admission are strong, staff rapidly gain a good knowledge of children's capabilities and maintain a continuous assessment of children's progress. Focused and spontaneous observations are completed each month and staff report each term on children's achievements and identify the next steps in each area of learning. Identified next steps along with identified weaknesses in the educational provision inform future plans, which are tailored to meet individual children's needs.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	2

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