

# Smiles

Inspection report for early years provision

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**Unique reference number** EY425882  
**Inspection date** 07/10/2011  
**Inspector** Hazel White

**Setting address** Swinford C of E Primary School, School Lane, Swinford,  
LUTTERWORTH, Leicestershire, LE17 6BG  
**Telephone number** 07825773307  
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**Type of setting** Childcare - Non-Domestic

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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

Smiles Out of School Club is one of two privately owned settings. It was registered in 2011 and operates from Swinford C of E Primary School in the Lutterworth area of Leicestershire. The club has access to a large classroom, school hall and IT suite. It serves the local area and surrounding areas. The club is accessible to all children and there is a fully enclosed area available for outdoor play.

The club opens Monday to Friday during school term times, from 7.30am until 9am and 3.15pm until 6.15pm. A play scheme operates during school holidays, from 7.30am until 6pm. Children are able to attend for a variety of sessions. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 26 children may attend the nursery at any one time, of whom 26 may be on the Early Years Register. There are currently 22 children attending, four of whom are within the Early Years Foundation Stage.

The club employs two members of childcare staff. The manager holds an appropriate early years qualifications. The group receives support from the local authority and is a member of the Out of School Club Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are treated with warmth and respect in a bright, welcoming environment. They respond well to the care and support they receive and have easy access to some resources. Good partnerships with parents and the host school promote children's continuity of care and ensure their individual needs are met. The manager and staff demonstrate a positive attitude and good commitment and capacity to improving the provision in the future. Evaluation systems are being developed but do not fully include the opinions of others. Policies and documentation for the safe running of the club are well presented and appropriately protect children's well-being.

## What steps need to be taken to improve provision further?

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

- review self-evaluation systems to include the views of staff, parents and children
- improve the accessibility of resources so that children can make more independent choices
- develop further resources, activities and experiences that help children gain a better understanding of the wider world.

## **The effectiveness of leadership and management of the early years provision**

Staff have a sound knowledge of safeguarding procedures which protect children from harm. The manager has attended child protection training and there is an effective induction for new staff. Staff suitably understand their responsibilities should they have concerns in respect of a child's care and the policy is shared with parents. Risk assessments are conducted and daily checks are carried out to ensure the environment is kept safe and secure. Both staff carry walkie talkies so that they can constantly communicate with one another when they are working alone. This helps to ensure children's safety indoors and outdoors. There are robust staff recruitment and vetting procedures in place.

The premises are welcoming and generally well organised. Staff have identified the need to effectively use the storage space available to them in order to enable children to independently access the full range of resources. There are appropriate systems in place to support children with special educational needs and/or disabilities and children and families who speak English as an additional language. Children's awareness of the world around them is suitably supported through good explanations, although images, resources and activities that reflect disability and cultural diversity have not been fully explored. The provider is considering ways of how to further enhance children's knowledge and understanding of similarities and differences in people in our society.

Partnerships with parents are good. Parents say their children enjoy attending the club because it offers varied activities, nutritional meals and a safe environment. Staff keep parents well informed of activities and events through informal discussion, newsletters and a noticeboard. Parents benefit from an informative prospectus that includes summaries of the main policies and procedures. Through discussion they are kept informed of individual children's achievements. Currently, staff are developing learning journals for the youngest children to share with parents. Good links are established with teaching staff and information is shared regularly. Teachers collect the children to ensure a smooth transition at the end of the school day. Children are able to attend other out-of-school activities, such as football and netball.

This is a newly established group. The provider and staff team work well together and are committed to offering good quality childcare. Training that will have a positive impact on all children is in the process of being identified. For example, a member of staff is keen to access a play work qualification and another wishes to gain a food hygiene certificate. The group welcomes the support and guidance from the local authority. Documentation is well maintained and written policies and procedures reflect current practice and legislation. Systems for self-evaluation are in the early stages of development and do not effectively include the views of others. However, staff recognise that this process requires further development to reflect the needs of the children and families that attend and ensure that improvements are ongoing.

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

Children settle well in a caring, welcoming and friendly environment. Staff have a good knowledge of the learning needs of the young children. Planning of activities is flexible, responds to children's interests and complements their education. This effectively promotes children's learning and helps to ensure children engage happily in their play. Children are familiar with the routines and look forward to meeting up with their friends. They play with a good range of interesting activities that have been put out in readiness for them. Children are also aware of what resources and equipment are available to them, however, the way in which they are currently stored means that they cannot freely and independently access some of them.

Children chat happily together and have great fun collectively making a den. One positions the chairs in the correct place, one holds the sheet and another cuts the tape to hold it in place. Others make structures using building blocks and draw intricate pictures of the outdoor play area. Dressing up is a popular activity and brings about much laughter. They describe what they look like when they are in costume and suggest to their friends that the red wig will complete the clown look. This supports their fantasy play well. Children relish outdoor play and being in the fresh air, where they have good opportunities to develop their physical skills. For example, they enjoy the challenge of balancing and negotiating the trim trail and playing team games, such as rounders and football.

Children in the group are aware of the needs of others and can be found helping and supporting one another to complete tasks. They grow in confidence as they receive regular praise and encouragement. Children's behaviour is well managed through sensitive and effective strategies. They are well-mannered and polite. Staff are beginning to plan opportunities for children to celebrate cultural and religious festivals and events throughout the year. Although additional activities to enhance children's knowledge and understanding of the wider world are being considered, they are not yet fully included in planning.

Children's understanding of good health and effective hygiene procedures are well promoted. They enjoy home-cooked meals, and fruit and fresh water, are available throughout the afternoon session. Children who attend the breakfast club enjoy a healthy, well-balanced start to the day. They learn how to keep themselves safe as staff use everyday opportunities to reinforce their knowledge and understanding. For example, they engage in emergency evacuation procedures, use equipment safely and are reminded to keep within boundaries when outdoors.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
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	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
The extent to which children develop skills for the future	2

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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