

Smiling Faces Pre-School

Inspection report for early years provision

Unique reference number	EY248943
Inspection date	05/12/2011
Inspector	Jayne Pascoe
Setting address	St. Francis C of E Primary School, Longfield, FALMOUTH, Cornwall, TR11 4SU
Telephone number	07531474282
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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).

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

Smiling Faces Pre-School is a well-established committee run group. The setting moved to the current premises in 2003. It operates from two play rooms in a portable building set in the grounds of St. Francis C of E School, on the outskirts of Falmouth, in Cornwall. The pre-school serves children from Falmouth and outlying areas. It is open each week day from 8.30am to 3.30pm during term time.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 23 children between two years and eight years may attend the pre-school at any one time and of these 23 may be in the early years age group. There are currently 40 children in the early years age group on roll, some are in part-time places. Of these, 26 receive funding for nursery education. Some children also attend other early years settings. The pre-school supports children with special educational needs and/or disabilities.

There are 11 members of staff, nine of whom hold appropriate early years qualifications. One member of staff is currently completing a degree in Early Childhood Education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff are generally very competent and skilful in their delivery of the Early Years Foundation Stage. Children are actively involved in enjoyable and purposeful activities. Very effective systems for assessment are used successfully to support their learning and development. Children's individual needs are met well by staff. Partnerships with parents and other early years agencies and providers are strong. The pre-school demonstrate a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- encourage children to take more responsibility and to join in by helping with manageable tasks that interest them. For example, by helping to prepare snack and labelling their work
- increase opportunities to ensure that children develop positive attitudes to diversity and difference. For example, through the re-introduction of visual aids.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well by a vigilant staff team. Effective routine procedures are used to ensure the premises are safe and secure. Children are familiar with the emergency evacuation procedures, which they practise on a very regular basis. The details of these drills are recorded for monitoring and evaluation purposes. Staff demonstrate confidence in their ability to follow the local safeguarding procedures, should they have concerns about a child in their care. Good procedures are in place to protect children from the risk of contact with unsuitable adults. Staff recognise and respect children's unique needs, preferences and abilities, as they know children and their families well. As a result, children are fully included, are well cared for and receive appropriate opportunities to make progress. A good range of resources are used appropriately to promote a positive awareness of equality and diversity. For example, books, puzzles and toys reflect the range of people in the local community and wider world. Children also enjoy opportunities to explore their own culture and beliefs and those of others. For example, when celebrating Diwali and Christmas. However, there are currently no appropriate visual aids displayed, as they have recently been removed. Staff demonstrate a high level of commitment to driving further improvement. They have introduced effective systems for self-evaluation, which show that the provision is continually developing. Staff have identified several appropriate areas for future development, such as improving the environment further indoors and out and completing further staff training. Staff demonstrate a high level of commitment to extending their knowledge and skills. Children are cared for in an enabling environment, where they can freely select favourite toys and activities to enjoy alone or share with friends. However, some opportunities for children to increase their levels of responsibility are missed. For example, children's snack is currently prepared and served to them, their work is labelled by an adult and although they are involved in recording the daily weather report, an adult takes responsibility for recording the day of the week and date. Partnerships with parents and other providers are good. An effective key person system is in place. Information is shared very effectively through daily discussion, parent meetings, a good range of policies and procedures, contracts and consents. Effective links have been established with other providers. As a result, children who attend more than one early years setting, benefit from shared care and learning. Links with the school are particularly strong, which ensures that transitions are smooth. Children's learning and development is promoted effectively and assessment records are used very successfully to share and celebrate children's individual achievements. Children benefit from a broad and balanced range of activities which successfully promote their learning in all areas.

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

Children have formed strong and positive relationships with adults and other children. They are confident, happy and settled. Children enjoy free access to a

good range of interesting and enjoyable toys, resources and activities. All children have their own 'cubby hole' in which to store personal belongings. Their photograph is displayed on the wall in their room and they are allocated a designated key person. As a result, children display a strong sense of belonging. Children move confidently within the setting in the knowledge that adults are maintaining their safety and security. They are beginning to show a good understanding of how to keep themselves and others safe. Children practice regular fire drills, handle tools carefully and are aware of the risk of trips and falls. Children are developing a good awareness of the importance of maintaining their own health. They follow well-established and effective hygiene procedures. Children play outside regularly during the day at designated times to enjoy fresh air and physical exercise. They also use the outdoor learning environment to grow their own grow fruit and vegetables. Healthy eating habits are actively promoted at the setting.

Children are confident to communicate through their emerging vocabulary, body language, use of Makaton and mark-making. They use 'gloop and glitter' in which to make letters and shapes. Children are currently painting individual Christmas tree greeting cards. They freely access a good selection of books to enjoy in the cosy book area. Children's mark-making is displayed for all to admire and shows that some older children are able to write their own name. Children enjoy and achieve as they successfully develop their problem-solving skills, through use of appropriate computer programmes which encourage them to sort and match familiar items. They competently build and construct to make vehicles and a railway track, which they share with friends. Children are beginning to count, as they paint numbers in sequence with support and encouragement from an adult. Children are making a positive contribution to society, as they have been actively involved in fund-raising for good causes. They benefit from visits from people in the local community such as fire-fighters, a dental nurse, a lollipop lady and a previous pupil, who whilst out sailing was rescued by the coastguard. Children are developing future skills as they are able to cooperate and negotiate to maintain harmonious play. For example, they take it in turns to use the computer and agree how best to successfully complete the task. Children are curious and inquisitive to learn. They wish to explore and seek encouragement and approval from the adults to do so. Adults are supportive and interact well to promote children's individual learning and development. There is evidence that children are making good levels of progress during their time at the setting.

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

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

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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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