

Smiley Faces

Inspection report for early years provision

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Inspector Jenny Read

Setting address Holy Trinity C of E Primary School, Jersey Street,
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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

Smiley Faces opened in 2000 and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to provide before- and after-school and holiday care for a maximum of 20 children from three to eight years. There are currently 55 children on roll between four and 11 years, of these, nine are in the early years age group. Smiley Faces support children with special educational needs and/or disabilities and children learning English as an additional language. It operates from a portable building within the grounds of Holy Trinity Primary School, close to Cheltenham town centre. It has use of the school playground and field for outside play. It serves families from the local area as well as those with connections to the school. Smiley Faces is open from 8am to 9am and 3pm to 6pm, each weekday, during school term times and from 8am to 6pm during some school holiday periods. Smiley Faces employ three full-time and three part-time staff to work directly with the children. Staff and manager qualifications include a Nursery Nursing Examination Board certificate and childcare qualifications at level 2 and 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are innovative and motivated because staff skilfully nurture their play and individual interests through effective child-led planning and rich, stimulating activities. Effective arrangements exist to ensure children's health and safety. Most records and procedures to support children's welfare and the smooth running of the club are in place. All children are valued and they display extremely high levels of confidence and self-esteem because staff give excellent emphasis to promoting inclusion and highly effective partnerships. The management team routinely make good use of a range of rigorous and inclusive monitoring activities that provide an accurate diagnosis of the strengths and most weaknesses regarding provision and outcomes for children. This enables the team to plan effectively to drive and secure continuous improvement.

What steps need to be taken to improve provision further?

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

- review the signing-in systems for staff in the after school and holiday club to show clearly who is present at any one time
- develop the induction procedures and information about who has parental responsibility and legal contact with the child.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a high level of commitment to promoting children's health, safety and welfare. They have robust knowledge of safeguarding issues to identify any child at risk of harm and liaise effectively with the school and child agencies. As a result, staff take prompt action with any child welfare concerns. Staff implement the records and sound policies and procedures that support children's welfare appropriately. They know who has parental responsibility and legal contact with the children; however, this is not currently recorded. Staff are suitable and know their roles and responsibilities because secure recruitment and satisfactory induction procedures are in place. Staff maintain accurate records of attendance for children at all times, however, consistency in recording staff's attendance in the after school and holiday club is not secure. Children play in a safe, supportive environment. They learn to be safety conscious without being fearful by completing their own risk assessments for the toys, activities and some areas of the premises inside and outside. The environment is safe and supportive because staff implement additional risk assessments of the premises and activities for the youngest children. Well-deployed staff enables the children to enjoy free-flowing indoor and outdoor play safely throughout the session. Children have easy access to a broad range of resources that support their interests. They enjoy the cosy area with mattresses, large cushions and covers with books for them to sit quietly and relax after a busy school day. The resources and the environment are sustainable because staff make good use of the local resource centre and household recyclable materials.

The dedicated and enthusiastic staff team places inclusion at the heart of all its work. Children and parents are heavily involved in decision-making and help identify targets that drive and secure further improvements. Children take turns to sit on a committee where they share ideas and identify areas for improvement. Staff make good use of a range of inclusive and rigorous monitoring activities relating to provision and outcomes and use these to successfully inform self-evaluation. They review and assess children's weekly activity checklists, quarterly questionnaires, and parents' yearly questionnaires to enhance the success of activities, daily routines and meal times. Staff actively promote equality and diversity by celebrating various cultural festivals and planning to meet children's individual needs. The staff team is highly committed and takes the lead role in establishing effective working relationships with children's teachers. Use of a communication book and obtaining details about possible lines of direction and next steps information for each child, establishes excellent channels of communication that successfully promotes their learning, development and welfare. Parents praise the informative parent pack and very good communication enabling them to gain a good awareness about the club and their children's care.

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

Children feel secure and know what is expected of them through good understanding of how to keep themselves and others safe. They demonstrate understanding of safety issues through their play as they confidently recall the safety rules they helped to devise each session. For example, they note they must not go past the cones on the playground or rock on their chairs in case they fall. Innovative role-play activities on topics such as, first aid awareness, keeping safe and fire safety cleverly foster children's awareness of stranger danger and how to keep themselves safe. Children understand and adopt healthy habits and good independence in their personal hygiene routines. Children benefit from good quantities of nutritious, wholesome snacks. Through good awareness of their individual health care needs, staff provide alternatives at snack time and take appropriate action when they are ill. Children's behaviour is very good and they begin to show an excellent awareness of responsibility as they regularly recall the rules for acceptable behaviour. Children show an extremely strong sense of security and belonging as they develop excellent relationships with staff and their friends. For example, they readily encourage and motivate each other when learning to skip. Everyone shouts when to jump to help them succeed, clapping and cheering excitedly their achievements. This inspires all the children to persevere and the more able children to count their jumps.

Children take initiative and work exceptionally well independently and with their friends. Their creativity and imagination flourishes as they set up their den with the parachute, negotiating their roles, the resources and further ideas cooperatively. They use dressing-up clothes and props, such as a yellow wig as a birds nest and draw their own representational birds. Skilful questioning and introducing new resources, such as a torch, cleverly extends their play in the den. Children's enthusiasm and passion in their play engages other friends leading to further extension and creativity. They use the cosy corner and large homemade tractor, made from recyclable materials, as a fire engine and then a car transporting them to the cinema. Children act as waiters, dressing up in saris and taking orders in the role-play Indian restaurant during Diwali, nurturing their imagination and knowledge of diversity further.

Excellent interaction and modelling of language and play ideas provides highly effective challenge and support to children. As a result, children have lots of fun inside and out and confidently access resources for themselves. Some observation takes place to track children's progress and annotate their learning journey photographs. Children's committee meetings and weekly planning meetings enable them to contribute actively to the planning of topic themes and activities. This helps the children to feel valued and an important part of their club. Staff are very supportive of children who are learning English as an additional language through good knowledge of each child's individual needs. This enables staff to plan and weave different aspects of learning and next steps into children's play to enhance their skills further. Children are busy and engaged and respond well to staff's enthusiasm and commitment to their wellbeing. They express and communicate their ideas, thoughts and feelings as they design and draw their own farm animals

for the farm display. They use scissors with increasing control as they carefully cut them out and choose a range of different media and materials to decorate. Excellent use of a range of recyclable materials encourages the children to work creatively. For example, they collaborate and skilfully work out how to use flexible tubing, tissue paper, shiny paper, string and ribbons to make a kite.

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	1
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	1
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	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