

Smilers Ltd

Inspection report for early years provision

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Inspector Jameel Hassan

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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

Smilers Ltd Nursery and Out of School is one of two nurseries owned by Keren Everett. It opened in 2001 and operates from two rooms in a purpose built mobile and two rooms in a main building. It is located on a school site in Wainscott, Rochester, Kent. The Nursery is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. It may care for no more than 70 children under 8 years; of these, not more than 12 may be under 2 years at any one time. The nursery is open each weekday from 8am to 5.30pm all year round. All children share access to secure enclosed outdoor play areas. There are currently 260 children aged from birth to under 8 years on roll. Of these, 82 children receive funding for nursery education. Children come from the local and wider community. The nursery has supported a number of children with special educational needs and/or disabilities in the past. There are currently three children attending who speak English as an additional language. The nursery employs 14 staff. Of these, 13 staff, including the manager and supervisors, hold appropriate Early Years qualifications. There is one member of staff working towards a qualification. The nursery is a member of the Pre-School Learning Alliance. They also receive support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Smilers is a welcoming and stimulating environment that provides children with good education and care. Children's welfare is well promoted and they have a good understanding of how to keep themselves healthy, active and safe. Procedures for assessing and recording children's progress support their learning effectively, although there is a lack of clarity in children's 'Learning Journeys'. Since the last inspection, the well-motivated staff have worked successfully to develop many aspects of the setting's work, for example improving outcomes for children in their knowledge and understanding of the world. This demonstrates the setting's good capacity to continue to improve.

What steps need to be taken to improve provision further?

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

- sharpen the procedures for recording observations and assessments of children so that they always indicate which evidence came from activities where children were supported by an adult, and which arose from activities initiated by children
- use information gained from assessing children's progress more effectively to strengthen planning and provision to meet the needs of all children.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are good. All staff are fully committed to ensuring the welfare of babies and children. Children's medical needs are well catered for and are displayed for all practitioners to see and be aware of. Procedures for checking the suitability of adults in the setting are thorough. Recruitment processes are robust and policies are consistently applied. All staff are regularly trained in child protection, fire safety and first aid to ensure safeguarding is a high priority. Regular risk assessments take place on site and robust procedures are in place if the children go off-site for a local visit, for example to the shops, to improve their learning about their local area. The staff work well together, sharing responsibilities for the smooth running of the sessions. They all regularly contribute to the planning and the setting's on-going, effective self-evaluation. Managers and supervisors are ambitious and ensure adults are well qualified and attend appropriate courses which benefit the children. For example, as a result of training, they have developed appropriate ways of speaking to babies which is greatly improving children's emotional development and their communication skills, so that they make good progress in these aspects of their development. For the older children, staff have attended training which has helped those who have speech and language difficulties, and thereby support their needs to help them develop further. Parents and carers praise the friendly atmosphere within the setting. They form good relationships which supports children's learning. The innovative key person 'buddying system' helps monitor children effectively and allows continuity of care for all. Parents and carers feel well informed about their children's well-being and progress and are very aware that the setting plans for their child's interests. This is evident when they attend the parents' and carers' afternoon where their child's progress is discussed. Partnerships are strong and service providers play a successful part in improving outcomes for the babies and children. Good smooth transitional arrangements are in place between the host school and Smilers, so children can start school without any fears. They know what is expected of them and therefore settle quickly into the day-to-day routines. Planning includes all key partners and services, including those who support children who have specific and additional needs. However, there is insufficient analysis of children's progress in order to inform the setting's provision and planning. The setting's good resources are deployed effectively, including the relevant ratio of staff to children in order to meet everyone's needs. The setting is committed to inclusive practice. Children enjoy valuable opportunities to learn about a variety of diverse cultural celebrations. For example, Diwali and 'Bonfire Night' were celebrated, and this involved the children developing their own colourful and glittery three-dimensional firework pictures. Whilst celebrating Chinese New Year, children made lanterns and the older children performed a dragon dance. There are posters around the setting depicting positive images of people from other countries, cultures and different types of employment, so that children learn about the wider world.

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

There is a very positive atmosphere and staff form strong relationships with the children. All babies and children are both well cared for by staff. Their needs are catered for and so they feel safe and are well behaved. Children's backgrounds are identified and incorporated into the planning and this recognition allows them to develop confidence and raise their self-esteem. Children are encouraged to be healthy. In the baby room, they are given appropriate meals and drinks. At breakfast time, the children choose from a variety of healthy choices of food. Children who stay to lunch bring their own food and these show a variety of balanced diets. Good hygiene practices are in place. For babies, nappies are regularly checked to ensure babies are comfortable and clean. Children independently wash their hands before they have something to eat and after they have used the toilet. Children sit and eat their fruit and it a valuable social time for practitioners and children to discuss activities they have been doing in the morning. The children take part in regular physical activity. They have recently learnt about the Olympics and this had captured the imagination of a large group of children, for example when developing their gymnastics skills, such as hopping, balancing, turning and twisting and putting them into a sequence. Children take responsibility in their learning and respond enthusiastically to lots of praise. The babies are encouraged to feed themselves with support from the practitioners. Children in the older rooms help tidy up and put items away that they are not playing with. They use resources sensibly both indoors and outdoors. Low-level equipment boxes allow children to help themselves to resources if they wish to initiate their own learning. Additional resources, such as a visual timetable, are used effectively to support those children who have special educational needs and/or disabilities. Since the last inspection, the setting has made concerted efforts to enhance the children's learning by ensuring staff ask appropriate questions while the children are playing. Local people are used successfully to enhance provision. For example, after children listened to local community visitors, such as the fireman and policeman, dressing-up resources were made available for children to act out these community roles. Children thoroughly enjoy pursuing their own interests and develop their skills across a range of areas of learning. For example, model dinosaurs were available because of some boys' interest in their shapes, sizes and colours. Children's future skills are developed well. Babies are encouraged to develop their language and creativity through singing songs and making actions along with practitioners. Electronic toys, such as mobile phones allow older children to develop their own role play, encouraging their language and communication skills to progress well. Observations and assessments are carried out well and regularly. Child-initiated and adult-directed activities are recorded in children's 'Learning Journeys' with dates, assessments, observation notes, and photographs capturing children's progress towards the Early Learning Goals. However, there are inconsistencies in the recording of evidence; for example it is not always clear whether activities have been child or adult-directed. Overall, children's preparation for their next stage of learning is good.

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