

# Smart Start

Inspection report for early years provision

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**Unique reference number**

EY437611

**Inspection date**

25/05/2012

**Inspector**

Rosemary Beyer

**Setting address**

Kids Club Cabin, North Ferriby C of E School, Church Road,  
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**Telephone number**

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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**

Smart Start was registered in 2011 and is a privately owned pre-school setting. It operates from the Kids Club cabin, which is a portable building based in the grounds of North Ferriby C of E School in North Ferriby on the outskirts of Kingston-upon-Hull. Children are cared for in one main playroom with access to an additional room for focused activities. The pre-school has use of the school playground and grounds for outdoor play. Opening times are Monday and Wednesday 8.55am to 11.55am and Tuesday, Thursday and Friday 8.55am to 3.15pm, during term time only.

The pre-school is registered by Ofsted on the Early Years Register and both parts of the Childcare Register to care for a maximum of 24 children under eight years at any one time, all of whom may be in the early years age group with none under the age of two years. There are currently 27 children on the register, all attending part-time. Children, who speak English as an additional language are supported in the pre-school.

There are five members of staff, who work with the children, two are full-time and three part-time. Most of the staff are qualified to at least level 3 and two are qualified teachers.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The staff have a good knowledge of the children, which they use very effectively to meet their individual welfare and learning needs. This means that they are making good progress whatever their starting points, ages and abilities. The staff have already built excellent relationships with parents and carers. They have experience of working with outside agencies to meet any additional needs children may have. They have used the self-evaluation process to highlight strengths of the setting and also to develop plans for the future, such as the new outside area.

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

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

- develop more practical opportunities for children to develop their knowledge of the natural world.

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

Staff at the pre-school have a very good knowledge and understanding of safeguarding and their responsibilities for child protection. They have all

undertaken training to ensure that their knowledge is up-to-date. The policies and procedures make it clear to parents that staff will address any concerns they may have, in order to protect the children. Risk assessments are in place for all aspects of the pre-school and are regularly reviewed. These include outings into the local community and visits to the school. Children's safety is of the highest priority and they are well supervised at all times, especially when using the outside area. Daily checks are made of the premises and the surrounding grounds before the children arrive.

The pre-school is very well equipped and all resources are well maintained. Children are able to help themselves to toys and equipment from labelled boxes and shelves. The room is divided into different areas to support all areas of learning but is flexible to take account of children's interests and activities. There is a comfortable reading area where children can sit to read or rest if they feel tired.

Well-written policies and procedures are in place to ensure the safe and efficient management of the pre-school. These are shown to parents when they start to use the pre-school and are also available in the entrance at all times. The necessary recording is in place to ensure children's welfare needs are met. The accident and medication records are appropriately completed and information is exchanged with parents when they collect their children.

Partnerships with parents are already excellent. They have been consulted about the pre-school to gauge their satisfaction with the care their children receive and have expressed great enthusiasm. They value the care and support their children receive and know that they are safe and secure. Development files are readily available for them to see and staff encourage them to include information about activities children have enjoyed at home. They like the information board in the entrance hall, which tells them about the activities children have been doing, such as the visit to school to see the baby chicks and the various fruits they have tried. Partnerships with others are established and contribute effectively to children's achievements.

Parents spoken to during the inspection are very happy with the service that the pre-school provides. They find staff approachable and know that they can discuss any concerns with them. One parent said 'it's wonderful', while another said her child comes for the staff as they are so caring. Parents who speak English as an additional language also feel welcome and staff ensure that they are able to participate in all aspects of the pre-school.

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

Children are making good progress in the pre-school. Their development files illustrate this by recordings of observations and 'wow moments'. Photographs also show them participating in a wide range of activities. These are carefully planned to cover all the areas of learning and tailored to children's individual needs and interests. They are keen to learn and willing to try new things and are confident that staff are supportive. Progress is tracked and information provided to school

when the children move on.

During the inspection, the children were discussing their visit to school to see the chicks. They are developing a good understanding of the lifecycle of chickens and eggs. They know that chicks have to be held very gently to prevent hurting them. They have also watched tadpoles develop into small frogs. They do not, however, at present, have many practical opportunities to learn about the natural world, for example, through growing seeds and plants.

Their knowledge of the local community is very good and their collage of the local area shows buildings of interest and people they see in the village, such as the policeman, traffic warden and nurse. They have made and added models of the church and houses. They have developed an interest in maps and understand that these can be used to help them find their way home from the pre-school. They are also developing a good awareness of road safety, using the zebra crossing with guidance from the lollipop people.

Children understand the need for good hygiene practice to protect themselves from germs and wash their hands after going to the toilet and being outside. They go unasked to wash their hands before snack and lunch time. Snacks, usually of fruit, are provided by the preschool and promote healthy eating. Children discuss where the different fruits come from and how they feel, describing the textures of pineapple, dragon fruit and kiwi, as well as apples and pears, before helping to prepare them. Most of the children are willing to try new things, even if they then decide they do not like the taste. Children know that they need to have drinks when it is hot and help themselves to water when they are thirsty. Before going into the sun, they put on their hats and ask for sun cream.

Children are developing good physical control when using the outside area. They move around confidently and are able to balance well. There is space to run around and use the school's wooden equipment. When playing inside, the children use a wide variety of tools and equipment, including mark-making tools, scissors and construction toys. They use different materials to create imaginative art work and models, some of which are on display.

The children are all becoming good communicators and happily speak to visitors. They are curious about the inspection, say the staff look after them well and that they feel safe with them. Children say that staff allow them to choose what to do and make suggestions for the future. The comfortable book corner and the adjacent story telling table, provide opportunities for them to sit quietly to read or listen to stories independently. When staff read to them, they sit quietly but participate enthusiastically when asked to do so. Their vocabulary is developing very well through conversation and discussion. They are also becoming mathematically aware, with one child discussing the fact that a baby is not a year of age until they have reached their first birthday. Children are sociable, behave very well and take turns in their games, talking together as they play.

## 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>	2
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>	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	1

### 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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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