

# Smart Start

Kids Club Cabin, North Ferriby C of E School, Church Road, NORTH FERRIBY, North Humberside, HU14 3BZ

<b>Inspection date</b>	27/11/2012
Previous inspection date	25/05/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff have a good understanding of the Early Years Foundation Stage and plan a wide range of purposeful activities, including opportunities to explore the outdoor environment, which capture and sustain children's interest and promote their learning very effectively.
- Staff make good use of praise and actively encourage children to become independent. This means they become confident in their own abilities and develop into caring and polite individuals who behave very well.
- Children have good opportunities to develop their language skills through conversation, singing and stories which enables them to become confident communicators.
- The setting has very good partnerships with parents which ensures an effective shared approach to children's care and learning.

### It is not yet outstanding because

- The range of resources to support children in learning about information and communication technology does not meet the learning needs of all age groups.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the play room and outdoor play area.
- The inspector met with the manager and registered person and spoke with the staff at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector looked at children's records of learning, planning documents and a selection of policies and children's records.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Diane Turner

## Full Report

### Information about the setting

Smart Start was registered in 2011 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is a privately owned setting and operates from 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. There is an enclosed area for outdoor play and the setting also has use of the school playground and grounds. The setting serves the local area and is accessible to all children. Opening times are Monday from 8.55am to 11.55am and Tuesday, Wednesday, Thursday and Friday from 8.55am to 3.15pm, during term time only.

There are currently 30 children on roll who attend for a variety of sessions, all of whom are in the early years age group. The setting is able to support children with special educational needs and/or disabilities and children who speak English as an additional language. There are five members of staff who work with the children, of these two are qualified to level 3 and two are qualified teachers.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- extend the range of equipment involving information and communication technology, such as computers to meet the learning needs of older children.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

The educational programme covers the seven areas of learning and is effective in helping children to make progress that is well within the developmental bands for their age. Activities are varied and tailored to meet the individual play and learning needs of each child and systems for observation and assessment are sharply focused. Children's individual records of learning contain a good range of information to evidence the progress they make and high priority is given to ensuring parents and carers are able to add their observations of children's learning and achievements to these. This means staff have a good knowledge of each child's learning both in the setting and their home environment.

The playroom has colourful displays that are rich with text to convey to children that words have meaning and toys and resources are easily accessible and well presented. This enables children to make choices in their play. For example, they delight in independently looking at books and building with construction resources. Overall, resources are available to support all areas of children's learning. However, those to promote the older children's understanding of the use of information and communication technology are limited. This means they are not fully supported in extending their learning about using equipment,

such as computers. High priority is given to promoting children's language development. At every opportunity staff use conversation and activities involving singing and stories are a regular part of the session. As a result, the children delight in joining in with songs, such as 'Five mince pies in a bakers shop' and they spontaneously act out the story of a bear hunt as they walk through the woods. They confidently predict what might happen next as they listen to 'Goldilocks and the three bears' and they practise the songs for their Christmas concert with gusto.

Staff use good teaching techniques to promote and extend children's learning. For example, they encourage them to listen to sounds in the outdoor environment, such as traffic noises and their skilful use of questioning encourages the children to extend their thinking. For example, when asked what they thought some fungi looked like in the wooded area one child imaginatively described this as looking like ears. Staff's enthusiastic approach to the activities encourages the children to take part and makes their learning fun. For example, they initiate marching between wooden toadstools in the wooded area which the children delight in joining in with. The children become fully immersed as staff encourage them to look for creatures, such as spiders underneath stones and to listen to the noises they make as they walk through leaves. Staff pay good attention to promoting children's understanding of mathematical concepts. For example, they encourage them to count how many model butterflies they see outdoors. They support the children's understanding of positional language by encouraging them to use words, such as in, out and under as they find items hidden amongst a tray of leaves and to learn about simple subtraction during number rhymes.

### **The contribution of the early years provision to the well-being of children**

All staff develop close and trusting relationships with the children. As their key person they get to know them well and work closely with parents to ensure their needs are met. This means children settle well and feel emotionally secure which provides a good base for their learning and development. Children are confident to approach staff if they need assistance and they enjoy the staff's interaction in their play. For example, one child particularly enjoyed using 'listening postcards' with a member of staff. Children have good opportunities to learn about self-care, and as a result, the older ones independently put on their coats and wellingtons before going outside. They access their own tissue to blow their own nose, putting this in the bin afterwards. Children are actively involved in routines which help them to understand about safety, such as regularly practising the fire drill and as they take part in woodland walks staff explain about the possible dangers of particular plants.

Children learn to behave well because well-established practices and routines are in place to ensure they understand what is expected of them. For example, they know to put their cup and plate on the tray when they have finished their snack. They walk sensibly in twos as they access the outdoor area and return indoors, with the older children showing a responsible attitude to helping the youngest ones achieve this. This promotes an atmosphere of calm and cooperation. Children develop high levels of self-esteem and confidence because there is a strong emphasis on celebrating effort and achievement. For example, photographs and a description of their achievements are displayed on the 'look

what I can do board' and acts of kindness and sharing are recorded on a 'leaf' and added to the 'friendship tree.'

Children's health is promoted well. Staff follow effective hygiene procedures during their everyday routines and children are actively encouraged to learn about eating healthily. For example, they are encouraged to make choices at snack time from a range of healthy options, such as fresh fruit and toast. Good emphasis is placed on outdoor play opportunities. The children have access to an enclosed area with a variety of resources, they are able to use the school climbing equipment and they go for regular walks in the wooded area on site, whatever the weather. All of which enables them to develop good physical skills and to learn about changes in the climate. Links with other providers in the area are good. For example, staff from the school visit the setting and the children are invited to special events taking place at the school, which helps to support their transition.

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

The registered person and manager have a good understanding of their roles and responsibilities with regard to meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Thorough systems are in place for the safe recruitment of staff, all members of the team attend training in child protection and a good range of policies and procedures are in place to support the efficient operation of the setting. Good strategies for the performance management of staff are in place and include an annual appraisal that involves self-reflection and identifying training needs to develop knowledge and expertise. The organisation and deployment of staff is good which means day-to-day activities are managed very effectively. The manager works alongside staff and is very approachable which means staff feels confident in seeking advice or support when needed to ensure they perform to the best of their ability.

Partnerships with parents are very good. They are provided with a range of useful information through a welcome pack, regular newsletters, displays and daily discussion. They are actively encouraged to attend events, such as open days/ evenings to ensure they are fully informed of their child's progress. Parents are actively encouraged to express their views of the setting through discussion and questionnaires. They provided extremely positive feedback on their satisfaction of the service, praising the staff team for their dedicated and friendly approach and stating that they would not hesitate in recommending the setting to others.

The owner is very clear in what it is she wants to achieve for the setting and puts children and their families at the heart of this. There is a good commitment to evaluating the service and to promoting continuous improvement of a good standard. For example, staff meetings are held on a regular basis to discuss the on-going provision and there is a good system for self-evaluation which means areas for future improvement are clearly defined. For example, staff are currently concentrating on developing the outdoor area that has recently been obtained for the setting's use, to ensure this supports all areas of the children's learning. Children have been consulted as to what they would like to see

included and their request for building resources has been accommodated.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

### Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years

Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

### Setting details

<b>Unique reference number</b>	EY437611
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	889738
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Denise Brannigan
<b>Date of previous inspection</b>	25/05/2012
<b>Telephone number</b>	07547177749

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### Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are

usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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