

Smylers Preschool/Wraparound

St. Lukes C of E Cp School, Pepper Street, Silverdale, NEWCASTLE, Staffordshire, ST5 6QJ

Inspection date

Previous inspection date

08/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children are happy, motivated and keen to learn. They have very good relationships with each other and with the adults who care for them. Children show high levels of curiosity and independence.
- Effective partnerships between the preschool, parents and carers and the school ensure consistency and continuity for the children. Parents and carers have a high degree of trust in the staff of the preschool and are very happy with the service provided.
- The manager has developed highly effective systems to monitor the educational programme and the performance of staff. As a result, children are offered stimulating, interesting and challenging play opportunities.
- Adults create a stimulating environment which encourages children to explore and investigate. Children are well motivated and, as a result, make good progress in their learning.

It is not yet outstanding because

- Adults do not always fully support quieter children to choose their own activities, especially during the morning sessions.

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 and spoke to children in the preschool room and the outside area.
- The inspector looked at children's assessment records, including two-year-old checks, planning information and children's development files.
- The inspector held meetings with the manager and checked evidence of suitability and qualifications of staff.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Sheila Riddall-Leech

Full Report

Information about the setting

Smylers Preschool/Wraparound was registered in 2012 on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting is situated within St. Lukes C of E Cp School, Silverdale, in Newcastle, Staffordshire. It operates from one main large classroom with access to other areas of the school. There is a fully enclosed area available for outdoor play. The setting serves the local area and children

also come from further afield.

The setting opens Monday to Friday from 7.30 am to 6pm during term time only. A maximum of 24 children may attend at any one time. There are currently 24 children on roll who are within the Early Years Foundation Stage. Children can attend for a variety of sessions. The setting also offers care to older children aged up to eight years. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs six members of childcare staff, four of whom hold appropriate early years qualifications. One member of staff is working towards a recognised early years qualification. The manager holds a degree in early years. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- develop more ways to support and encourage the quieter children to choose their own activities.

Inspection judgements

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

The preschool room is a stimulating environment and, as a result, children are keen to explore, investigate and make their own choices and decisions about many aspects of their learning. The staff of the preschool demonstrate a clear understanding of how children learn, conducting accurate assessments of each child's abilities, interests and needs. This enables them to plan suitably challenging activities for children and to support their next stage of learning. As a result, children are actively engaged in a broad range of fun and exciting experiences that stimulate their interests across all area of learning. For example the role play cafe offers children opportunities to order food, make marks, handle money and engage in imaginary play as they cook and serve food. Some quieter and younger children are not always encouraged to choose their own activities, especially in the morning session, and although some measures have been taken to meet these children's needs more effectively, there are still some missed opportunities.

Children show high levels of independence as they dress and undress themselves for outdoor play and manage their self-care routines with developing confidence and control. They move freely between the indoor and outside area, benefiting from this extended

learning environment. They show good physical control and coordination as they play outside with bat, balls and balance along blocks. Communication between children and staff is purposeful; staff use lots of open-ended questions to extend and develop children's learning and development. For example, children are asked to predict what will happen next in the story. They show pleasure and interest as they listen attentively to a familiar story and enthusiastically sing rhymes and songs.

There are good opportunities to develop early writing skills as the children write down orders in the role play cafe and make good attempts to write their names on a large roll of paper outside. They use numbers for counting during a story and count the number of children sitting at a table at snack time. Clear and attractive labels around the preschool room encourage children to recognise letters and numerals. Children's personal, social and emotional development is given high priority. Children take turns and share, for example, when playing in the role play cafe they wait for their turn to be the chef. They are confident and show a good understanding of appropriate behaviour. Children with special educational needs and/or disabilities are very well supported and play alongside other children.

Planning documents show that staff have a secure knowledge and understanding of how to promote children's learning and development. Children's starting points are recorded with parents and carers before the child starts at the preschool. This information, together with frequent regular observations and meaningful discussions with children as they play, ensures that most of them are offered suitably challenging activities. Staff use ongoing information from parents and carers to support their assessments of children. Regular and detailed assessments are made of children's progress and staff know exactly where each child is in their individual learning journeys.

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

Children are very happy, confident and interested in the activities offered. They have warm, secure relationships with each other and with the staff. Adults and key persons take time to get to know the children and their families very well, so that children feel safe and secure and happy to attend. This develops children's confidence, enabling them to settle quickly and make friends. Children receive very high levels of support when they transfer between the preschool and school, helping them to approach new situations with confidence.

Staff offer plenty of praise and positive comments to encourage and support children and they respond with smiles and laughter. Staff are very good models and so children are very well behaved. They speak kindly to the children and encourage children to show great care and concern for their friends. For example, a child gets a tissue for another who is upset and they help each other tear off paper hand towels. Children know that they need to wear coats and warm clothing when playing outside and so develop an awareness of risk. They move around the preschool room carefully and do not need reminding to walk inside.

Children's health is promoted very well. They are offered a wide range of nutritious

snacks, including fresh fruit, which encourages them to eat a healthy diet. This is further supported and developed through a topic on healthy bodies. All children are encouraged to be independent in their personal hygiene practices and hand washing facilities are freely accessible. Staff are very vigilant in maintaining a clean and hygienic environment as they regularly disinfect equipment and undertake frequent checks of toilet areas.

The preschool room is bright and airy and offers a stimulating environment. This room and the outside area is well resourced and children are able to freely access toys and resources independently. Attractively named coat hooks and drinking cups help the children develop a positive sense of identity. Transitions between the preschool and the primary school are very well managed and, as a result, children move to the reception class with ease and confidence. Children who stay for lunch eat in the main school hall and attend special school events and assemblies. The manager and reception class teacher work together very closely and meet frequently to plan activities in order to ensure continuity and consistency for the children.

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

The manager of the preschool is highly effective and motivated, successfully supporting all staff to demonstrate enthusiasm in all aspects of their work. Adults work very efficiently as a team and roles and responsibilities are very clearly defined. They demonstrate very secure knowledge and understanding of the educational programmes and offer a wide range of activities and experiences to help children progress in all areas of learning and development. There is an excellent balance of child-initiated and adult-led activities, which are very effectively planned and monitored to meet children's interests. For example, the role play area has been set up as a cafe, in response to a successful visit to a local garden centre where children bought drinks. Staff keep very detailed development records for each child, showing very clear links between identified next steps and future planning. This ensures children's continuing progress.

The manager has established excellent self-evaluation and monitoring procedures to which all staff, parents and children can contribute. Supervision observations of staff take place every 12 weeks and these are used to monitor the educational programmes and staff performance and inform the annual appraisal system. Staff training needs are identified at regular staff meetings and through observation feedback; this means that they have good opportunities to improve and develop their skills and knowledge. The views of parents and carers are highly valued, contributing to the self-evaluation process. Highly effective partnerships between parents and the preschool and other outside agencies have been developed. Parents are highly complimentary about the preschool and talk about the high quality of care and have excellent levels of confidence for the safety of their children.

All policies and procedures have been recently reviewed and updated. They are very well understood by all staff, as a result, there is a highly consistent approach. All aspects of the preschool are checked on a daily basis and a detailed record of risks and hazards are maintained. Safeguarding and vetting procedures are robust, ensuring the continued suitability of adults working with children. All staff refresh their child protection training

every three years, which ensures that they are up to date with current regulations and guidelines; as a result, children are safe and protected.

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

Unique reference number	EY451573
Local authority	Staffordshire
Inspection number	807879
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 12
Total number of places	24
Number of children on roll	28
Name of provider	Diane Smy
Date of previous inspection	Not applicable
Telephone number	01782297445

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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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