

Smart Owls Ltd

Queens Crescent School, Windsor Close, CHIPPENHAM, Wiltshire, SN14 0QT

Inspection date

Previous inspection date

27/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

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 satisfactory

- Staff complement topics and themes that children take part in at school, to encourage their skills further.
- Evidence shows that children are able to initiate their own play and activities based on their interests.
- Staff demonstrate that they establish good partnerships with parents and the school to promote continuity in children's care and learning.

It is not yet good because

- Resources and activities are not fully extended to promote children's understanding and awareness of diversity.

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 viewed photographs and written observations of the early years children's play and learning experiences.
- The inspector viewed all areas of the premises the out of school club uses.
- The inspector observed the older children's play and activities and staff interactions.
- The inspector spoke with the older children, parents and staff.

Inspector

Sheena Bankier

Full Report

Information about the setting

Smart Owls Ltd registered in 2012. It provides before and after school care for children attending Queen's Crescent Primary School, which is located in Chippenham, Wiltshire. Smart Owls is open each weekday from 7.45am to 8.45am and from 3pm to 6pm, during school term times. Children may attend from four to 11 years of age. Smart Owls is privately owned and managed. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll in the early years age group.

Smart Owls operates from the school premises and has use of various facilities including a group room, school hall, dance studio and ICT suite. Children have use of two school playgrounds, a playing field and trim trail areas for outdoor play. The two owners share responsibility for the day-to-day operation of the setting and work directly with the children. Two other members of staff are employed. The owners and the staff members all hold appropriate childcare qualifications.

There were no early years children present at the inspection.

What the setting needs to do to improve further

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

- extend activities, resources and opportunities for children to share and discuss different cultures and beliefs, such as sharing celebrations and experiences.

Inspection judgements

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

The staff demonstrate a sound understanding of their responsibilities to meet the learning and development requirements. They complement the themes and topics that are taking place in the school. This supports children's learning and development consistently. The staff demonstrate a good understanding of how to promote children's progress. They explain how they work closely with the school to promote consistency in order to support individual children's learning and development. Staff who work at the setting also work in the school. This supports children in their transitions to the club, as there are familiar adults working with them.

Photographs of the children and written observations reflect that children take part in a good range of activities. These reflect the seven areas of learning. Staff demonstrate they build on children's achievements in the school well. For example, documents show how children use their maths skills during role-play to put price tickets on the play food. This enables children to use their maths skills in their play and to become familiar with the concept of money. Staff explain how they listen to children read and share books with them. This encourages children to practise and use their phonic knowledge. This means the staff take strong steps to support children in being ready for the next stage in their learning. Staff currently provide few activities that promote children's awareness of diversity, such as different cultures and beliefs. Staff describe how children are able to

make independent choices at the setting. At the inspection, the older children freely selected paints, glue and art and craft materials to create with. This enables children to use their imaginations and promotes their physical skills by using different tools, such as paintbrushes and other small tools.

Staff maintain good records of children's activities and achievements through photographs and written observations. Staff state that parents receive feedback about their children through verbal discussions and sharing the progress records. This enables parents to gain a good insight into their children's learning and development at the club.

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

Staff explain how the early years children benefit from a key person who works with them during the school day. This supports children in developing their feelings of being safe and confident in the setting. The self-registration board the children complete with their uniquely designed name cards promotes a good sense of belonging. Discussions with the older children and photographs of group play and activities, indicate children form positive friendships with each other. The older children speak positively about the club and that they are happy and enjoy going there.

Staff interactions with the older children are positive and friendly. They demonstrate how they support children's self-esteem and confidence as staff explain they show a strong interest in what children are doing and give praise and encouragement. Staff describe how they manage children's behaviour calmly and use appropriate strategies to promote positive behaviour. The setting has a 'treat box' for rewarding positive behaviour. This encourages children to respect the behaviour expectations.

Staff state that children are able to initiate their own play and ideas and are able to select toys from the storage cupboard to play with. Staff respond positively to children's requests for additional resources, and take into good account children's individual interests. This enables them to obtain further toys and resources tailored to the children's suggestions and ideas.

Staff say that children have good opportunities to play outside. The setting has use of the school's wide range of outdoor play areas and physical fixed play equipment. Evidence shows that children benefit from fresh air and a variety of physical play experiences, such as ball games, climbing and balancing. This supports children's good health and wellbeing. Staff use 'walkie talkies' to enable children to freely access the indoor and outdoor areas as they wish. Staff are able to supervise children from the building to the main playground, which promotes their safety. In addition, staff state that children take part in evacuation practices to support their good understanding of safety procedures.

Staff explain how they offer children a drink and snack straight after school finishes. This refuels the children ready for their play and activities. Children benefit from a variety of healthy based meals for tea, such as jacket potatoes, carrot sticks and fruit. Photographs and written information demonstrate that the setting support young children in developing

their understanding of a healthy lifestyle. For example, children and staff discuss healthy options.

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

Staff demonstrate a strong understanding of their responsibilities to meet the requirements of the Early Years Foundation Stage. The setting has all required policies and procedures in place, along with additional policies that promote good practice. There are regular opportunities for staff and the owners to discuss practice both informally and formally. This enables the setting to monitor staff practice and to identify their professional development needs effectively. Staff undertake further training both through the school and the setting, which supports their good practice.

Strong self-evaluation processes include staff, parents and children. The setting fully involves children in this process. They ask the children for their feedback, ideas and suggestions. This enables them to review play and learning experiences and monitor the effectiveness of these in relation to children's interests. The setting demonstrates that they are continuously reflecting on their practice and service. They review and update their policies and procedures to ensure they are fit for purpose.

Staff demonstrate a good understanding of their safeguarding responsibilities. They understand what steps to take in the event of concerns arising about children's welfare. Staff demonstrate they strongly understand where to access safeguarding information and further support or advice. The staff carry out daily risk assessments to minimise risks and hazards to children at the premises. This promotes the effective safeguarding of children.

The setting has strong links with the school and works in close partnership with them. This enables the setting to provide continuity and consistency to the children in its care. Parents of the older children speak very positively about the setting. They reflect that they are very happy with the care and service it provides. The setting demonstrates it communicates well with parents, such as in person and through email.

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
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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	EY450226
Local authority	Wiltshire
Inspection number	810387

Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	16
Number of children on roll	4
Name of provider	Smart Owls Ltd
Date of previous inspection	Not applicable
Telephone number	07712032667

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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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