

Smilers

Chattenden School, Chattenden Lane, Rochester, Kent, ME3 8LE

Inspection date	19/09/2013
Previous inspection date	14/07/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The interaction between all the staff and children is very good and prompts a wide range of conversations and ideas.
- The efficient use of the key person system supports children in their learning and helping them settle quickly in the transition between care rooms.
- The attention given to the welfare of children is good. Staff give high priority to safeguarding children in all areas effectively.
- The recruitment, supervision, monitoring and appraisal system is efficiently used in promoting the ongoing professional development of all staff.
- The self-evaluation process is far reaching. It includes the views and comments from staff, parents, children and other professional carers and agencies.

It is not yet outstanding because

- Opportunities for children to expand their learning outside are not extensive.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 interviewed the manager of the nursery and spoke with staff, parents and children.
- The inspector had a tour of the premises with the manager of the nursery.
- The inspector sampled a range of documentation, including safeguarding policies and procedures, staffing records and children's learning records.
- The inspector carried out a joint observation with the deputy manager.
- The inspector fed back the inspection findings to the manager of the nursery.

Inspector

Mary Vandeppeer

Full Report

Information about the setting

Smilers is one of two nurseries run by Smilers Limited. It registered in 2003 and operates from three rooms in purpose-built premises in the grounds of Chattenden Primary School. It is situated in the village of Chattenden near Rochester, in Kent. The nursery is open each weekday from 8am to 6pm for 48 weeks of the year. All children share access to a secure, enclosed outdoor play area. There are currently 79 children aged from two to under five years on roll. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. This provision is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. Children come from the local catchment area and further afield. The nursery currently supports children with special educational needs and/or disabilities and those children who speak English as an additional language. The nursery employs 11 staff. The nursery manager is qualified at level 6 and has attained Early Years Professional status. Six other members of staff are qualified at level 2 and 3. There are four unqualified members of staff, several of whom are working towards a qualification.

What the setting needs to do to improve further

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

- extend opportunities for children to develop their learning in the outdoor environment.

Inspection judgements

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

The management and staff work very well and effectively together, to help make sure children experience an interesting and stimulating range of resources and play opportunities. Key persons adapt activities to suit children's individual stages of development. This is evident in most areas of the nursery. However, the outdoor garden area is not extensively used as an additional space for children to explore to increase their knowledge and skills across the areas of learning. Key persons at the nursery base most of their planning of activities on their in-depth knowledge of the children and on their individual needs and interests. This enables children to become fully engaged in their learning. Staff complete frequent observations of children's play to influence planning and support each child's identified next steps. The staff record these observations in children's learning journals, making sure they are assessed and monitored, to ensure each child makes good progress in all the areas of learning. Staff record children's achievements effectively. They use photographs and children's work displayed around the nursery to

support this. Parents are able to view these and see evidence of their children's progress at regular intervals to fully involve them in their children's care, learning and development.

Staff display a good understanding and sensitivity in their guidance and interaction with children. They are efficient and professional in creating individual play plans for children with special educational needs and/or disabilities, to ensure they receive the right support. Staff make all children's learning fun and use resources that reflect their interests, as well as their developmental needs to provide purposeful play opportunities. For example, music activities, role play and creative projects promote good interaction between children and adults. Children are keen learners who show their enjoyment in the varied range of play opportunities on offer and staff support them very well. Children are able to play in the adjoining school playground at certain times of the day. They are able run around, as well as play ball games in teams. Age-appropriate equipment helps children become confident in their movements and physical capabilities.

Staff are skilful in their support of children's involvement and interest in the play opportunities available. They observe and question what the children are doing. For example, staff provide paint in autumn colours and leaf shapes in a variety of textures. This enables children to create colours and paint the leaves for the nursery tree display. Interactive games help promote children's knowledge of shapes, numbers and gain an understanding of how important it is to share and take turns. Staff help children to develop good skills in understanding their world. They talk about where children live and what they see on the way to nursery. There are books and small world figures to show the differences in people. Children are encouraged to talk about their own family and home, which helps them feel secure and a sense of where they belong. Staff provide resources and ideas for role play scenarios, such as a shop, helping the children understand more about everyday life routines and activities.

Children are able to make many independent choices about how they spend their time in the nursery. They are often able to choose when they have a snack and can get a drink of water when they are thirsty. Children enjoy stories read by staff. They are encouraged to talk about what they are doing. Older children negotiate activities with each other for example, when they build constructions together. This enables them to learn how to communicate effectively with others and gives them further confidence in their speech. Older children show their understanding of letters and words by picking their name out and attempting to write their names. Children develop skills across all learning areas as they are able to move freely within the indoor environment. All children clearly enjoy and benefit from their time at the nursery.

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

The management and staff are dedicated to the safeguarding and well-being of all children at the nursery. All staff show they have a good understanding and sensitivity towards making sure children feel valued and secure. They have a very clear knowledge and understanding of the recently updated safeguarding procedure to follow, should they have concerns about a child in their care to help protect children's welfare. Children are

well supervised by the staff, who offer them support in their play, helping them to progress in their learning successfully. The key person system in place is highly effective in promoting children's feelings of trust and safety. Staff are continuously building on the valued relationships they have with the children. Staff provide help and support for children with special educational needs and/or disabilities. They act promptly and effectively on advice from parents and other specialists. Staff are ready to adapt activities to meet children's varying needs. They also work closely with parents and other carers to share information effectively to support children's emotional development well.

Children, including those whose home language is not English, enjoy being at the nursery. They show confidence in staff who respond quickly to their individual needs. This is apparent at all times, for example when children need guidance in an activity, such as following the movements to music or if they are upset. The key persons are swift to give the situations their full attention and help give children confidence and encourage independence.

Most parents provide their children's lunch, a few opt for the lunch cooked and provided by the school next door. The nursery provides snacks and staff encourage children to make healthy choices in their food. Staff make sure the children are cared for in a healthy environment that is also safe for them. Children are learning how to keep themselves safe in an emergency, for example as they regularly practise evacuating the building. Staff use different ways to help children learn how to become more independent as they get older, such as cutting their own fruit at snack time and helping tidy up. Children behave very well, developing their personal and social skills by playing together in groups. Staff display skills in providing the required support and supervision that allows children freedom in their play. Children are also well prepared for new challenges they might experience, for example, visiting the local school on a regular basis. This means children are ready for their eventual move on to school.

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

There are good and effective arrangements in place to implement the requirements of the Statutory Framework for the Early Years Foundation Stage. Staff display a clear understanding of the local safeguarding children board procedures to help them protect children. Management ensure all new staff are checked and suitable to work with children. There are robust recruitment, supervision and appraisal systems in place. This results in staff providing good facilities, support and experiences for children and their families. Staff carry out thorough and well-recorded risk assessments on a daily basis and any hazards are identified and made safe.

The self-evaluation process is far-reaching, effective and continuous to improve outcomes for children. Regular supervision and staff meetings identify and address any queries raised by staff. Parental feedback is also highly regarded by management and staff. The monitoring and observations of staff enable the manager to address any issues that may arise. The management of the nursery listens to the views of parents, children and staff

and uses these to change and improve the provision. There are newsletters, parent notice boards and photographs showing some of the activities their children enjoy each day. Parents are invited in several times a year to discuss their children's progress and achievements. The nursery always obtains consent to consult with specialists or other professionals if there are concerns about children's individual needs so that everyone works together for the benefit of the child.

The staff team benefit from a programme of professional development to help them meet the different needs of children attending. Parents are very happy with the provision and describe the manager and staff as very helpful and supportive. They say their children thoroughly enjoy themselves at the nursery. Parents are familiar and knowledgeable about the nursery and the routines. Parents are able to keep up with their children's achievements as they can see their children's learning journal regularly. Parents state that they know who their child's key person is and appreciate the time they have with them, often as they collect their child. It is clear from the comments parents make that all children benefit from a range of interesting and enjoyable experiences, promoting their good progress and development.

Staff value the partnership they have built up with local agencies and professionals, such as the local school and health specialists. They make good use of the information provided to help promote children's development, welfare and well-being. Staff are skilful in helping children get ready and look forward to the next stage in their lives.

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 action. 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	EY266973
Local authority	Medway Towns
Inspection number	910441
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	1 - 8
Total number of places	51
Number of children on roll	79
Name of provider	Smilers Ltd
Date of previous inspection	14/07/2010
Telephone number	07817398519

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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, which are usually the childminder's 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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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