

Smiles

Holliers Walk Primary , Holliers Walk, HINCKLEY, Leicestershire, LE10 1QW

Inspection date

Previous inspection date

01/10/2013

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 3

The quality and standards of the early years provision

This provision is satisfactory

- Children enjoy a sufficient variety of activities both indoors and outdoors. They confidently choose and initiate their own play with their chosen friends, promoting their independence.
- Children develop secure friendships, demonstrate appropriate behaviour and play well together as staff act as positive role models.

It is not yet good because

- Registers are not consistently and accurately maintained in order to ensure that they clearly reflect the times of arrival and departure of all children. This is a requirement of the Statutory framework for the Early Years Foundation Stage.
- The deployment of staff is not fully effective in ensuring children and specifically younger children consistently receive sufficient support and attention.
- Self-evaluation lacks rigour, and therefore, does not enhance the continuous improvement of the provision.

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 held a meeting and carried out a joint observation with the registered person at an appropriate time during the inspection.
- The inspector talked with staff and children at appropriate times during the inspection and observed activities in the group room and outside.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector looked at evidence of suitability and qualifications of staff working with children and children's assessment records, planning documentation and a selection of policies and documentation.

Inspector

Claire Jenner

Full Report

Information about the setting

Smiles was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting operates as an out of school club and is situated in Holliers Walk Primary School in Hinckley, Leicestershire. The club is privately managed and serves the local area and is accessible to all children. It operates from a number of classrooms within the school. There is an enclosed area available for outdoor play. The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and above. The setting opens Monday to Friday term time only. Sessions are from 7.30am until 9am and 3pm until 6pm. Children attend for a variety of sessions. The setting currently has 46 children on roll, of whom, five are in the early years age range.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure registers are consistently and accurately maintained detailing the time and arrival of all children that attend the setting
- review the deployment of staff to ensure that younger children consistently receive the support and attention that they require.

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

- develop and review the self-evaluation process to identify and prioritise targets for improvement.

Inspection judgements

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

The out of school provision provides a relaxed atmosphere, enabling children to settle quickly to their chosen play activity from those available to them. They display good levels of involvement in their play and have easy access to a range of appropriate resources and activities. For example, a group of children use their imagination in the role-play area, each taking a part within 'the family' while another chooses to look at books independently in the quiet corner. Staff have a secure knowledge of how children learn and use observations to show what children do, linking this to the appropriate area of learning. They use this information to help children build on and extend their ideas as they play.

They plan appropriately for children's needs using their interests to support play and ideas.

Children enthusiastically enter the club and immediately share their day with staff. The relationships between staff, children and the school are strong and communication between all three, ensure continuity of care. An appropriate key person system is in place ensuring that parents have a named person to talk to should they have any concerns for their child's well-being. Parents and carers share information and feedback about their children's care and learning needs, for example, through a 'all about me' sheet. In addition, daily discussion takes place to inform parents of their child's achievements and activities they have been involved in during the session, along with any pertinent messages from school. This ensures that good partnership working is promoted and keeps parents informed

Children's communication and language skills appropriately promoted. They chatter animatedly to their friends and staff are positive role models for the children listening to what the children have to tell them. This builds children's self-esteem and confidence and helps them to feel valued and included. Staff successfully engage children in conversations. For example, they ask children about their school day and their home lives, using appropriate questioning techniques to enable them to build upon their response. During a board game children are encouraged to think carefully about the questions to ask in order to find out 'Who's who?'. Children have ready access to equipment in order to make marks in varied play activities, such as painting and drawing. In addition, children of all ages enjoy tactile activities, such as play dough. Children use their knowledge of number and maths in varied ways. For example, a younger child enjoys a threading activity with a member of staff. They count the beads and pay careful attention to the sequence of colours in order to create a pattern.

Children benefit from plenty of fresh air and exercise each day and enjoy the sufficient variety of activities. Children choose when they wish to play outdoors. They run, climb and explore and use balls, hoops and the large apparatus which build their physical skills. Children compound their understanding of technology through resources and have access to a computer and battery operated equipment where they use a variety of programs and games confidently.

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

Children enter the setting confidently and are happy and relaxed. They have formed strong bonds with staff, helping them to feel settled and secure in the club. Children demonstrate good levels of self-esteem as staff are attentive to all children, welcome their views and use positive strategies when dealing with unwanted behaviour. As a consequence, children understand what is expected of them, to share and be kind to their friends. Children's independence is effectively encouraged as they manage their own personal care needs, such as washing hands and accessing the toilet. They enjoy an appropriate range of nutritious foods for their snack which includes a variety of fruits and vegetables. Meal times are a social occasion and children are encouraged to develop their

independence skills as they help themselves to what they would like to eat and drink. Staff take time to seek out information about children's dietary needs and preferences. They maintain clear records to ensure that children are not offered items that they cannot have. As a result, children's health is appropriately supported.

Children's individual needs are well known by staff whom successfully transfer their knowledge of children from working with them within the school. In addition, they take time to talk to parents and teaching staff. This effectively supports children in their transition from school, home and club. Furthermore, the appropriate handover systems from school to the club ensure the children's day is discussed and any issues known and passed onto parents at collection. This is further supported by the appropriate allocation of key persons for younger children that attend the setting.

The group room is bright, clean and accessible, providing children with sufficient space to move around freely. Children have good opportunities to plan and organise their own activities which supports their sense of fun and excitement. This includes whether or not they would like to play outside. Children use a variety of outdoor games, sports equipment and fixed play equipment to practise and develop their physical skills and enjoy fresh air. Staff help children to become aware of their own safety during activities and everyday routines. For example, taking care when climbing and jumping from fixed play equipment and regularly practising emergency evacuation procedures.

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

All staff demonstrate a sound understanding of their role and responsibility with regard to protecting children in their care from abuse and neglect. They ensure they keep themselves up-to-date by attending safeguarding training. Therefore, children are kept safe. Clear recruitment systems are in place to ensure that all staff are suitable to care for children. Induction procedures ensure that staff are familiar with the full range of policies and procedures within the setting, supporting children's welfare. The staff team are motivated and work well together as a team. They share and talk through any ideas and issues at the end of each session and more formally at regular meetings. The manager ensures that any new information and updates are shared with the whole staff team and any changes to practice or legislation are implemented. Professional development of staff is supported appropriately through the systems for appraisals and supervisions, which enable staff to identify their own strengths and areas they wish to develop further.

Clear written risk assessments identify potential risks to children and the steps taken to minimise them. In addition, staff are vigilant in supporting children's safety in all areas they have access to. However, the deployment of staff and 'adhoc' booking system means that on occasion staff are over stretched. As a result, children and particularly young children do not always get the full support and attention they require. In addition, registers detailing the arrival and departure of all children are not consistently and accurately maintained. This is a requirement of the Statutory framework for the Early Years Foundation Stage and the compulsory and voluntary parts of the Childcare Register.

Accident records are suitably maintained and staff are qualified in first aid, enabling them to take appropriate action in the event of an injury being sustained to a child.

Partnerships with parents are strong and links with the school are well established. Staff are fully aware of the curriculum, extending children's learning through the activities they provide. Partnership working with other professionals and agencies is established and staff support children's needs to help them make progress. Parents comment positively about the club, staff and the service that they provide. This is the first inspection since registration and managers and staff show a strong commitment to provide good quality care for children. However, systems for effective self-evaluation are yet to be implemented. As a consequence, they have yet to clearly identify the club's strengths and areas for development in order to drive ongoing improvement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Not Met (with actions)
The requirements for the voluntary part of the Childcare Register are	Not Met (with actions)

To meet the requirements of the Childcare Register the provider must:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register).
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register).

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	EY460900
Local authority	Leicestershire
Inspection number	911285
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	46
Name of provider	Kelly Donna Fenner
Date of previous inspection	not applicable
Telephone number	07825773307

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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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