

# Smiles

South Kilworth C of E Primary School, Walcote Road, South Kilworth, LUTTERWORTH, Leicestershire, LE17 6EG

<b>Inspection date</b>	02/10/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Strong relationships are in place between staff, children and parents, and children's self-esteem and confidence is nurtured through the positive interaction, praise and encouragement they receive.
- Children show good levels of independence as they confidently choose and initiate their own play with their chosen friends. They enjoy a good range of activities and learning experiences that complement those at school, which helps them make good progress.
- Children's behaviour is good and they understand the importance of being kind and considerate to each other, sharing and taking turns during play. This creates a harmonious and relaxed environment.

### It is not yet outstanding because

- There is scope to further enhance self-evaluation in the setting's pursuit of excellence and drive to ensure the highest levels of achievement for all children.

## 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.
- The inspector looked at evidence of suitability and qualifications of practitioners 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. This out of school club is situated in South Kilworth C of E Primary School in South Kilworth, Leicestershire and is privately managed. The club serves the local area and is accessible to all children. It operates from a number of classrooms within the school. There is a fully enclosed area available for outdoor play.

The setting employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. 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 41 children on roll, four of whom are in the early years age range.

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

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

- enhance the monitoring of practice so that the very highest level of feedback can be used to inform the setting's process of self-evaluation, so that children are provided with excellent care and learning experiences.

### Inspection judgements

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

Children eagerly enter the club and settle quickly to their chosen activity. Staff warmly welcome them and take time to listen as children share their day. The relationships between staff, children and school are well established and effective communication between the three ensures continuity of care. Children chatter with staff and their friends, creating an informal environment where children can relax and enjoy their time at the end of the school day. Staff have a secure understanding of how children learn. They successfully use observations and their knowledge of individual children to plan a good range of activities that cover all areas of learning. In addition, staff seek the views of the children with regard to play and work in conjunction with the school. This enables them to complement the learning the children have been involved in throughout the school day. Staff talk with parents on a daily basis and planning is displayed so parents are able to see what activities are available.

Children benefit from plenty of fresh air and exercise each day and make full use of the well-resourced school grounds. They enjoy a wide variety of activities and choose when

they wish to play outdoors. They run, climb and explore and use balls, hoops and the large apparatus, which builds their physical skills. Children's sense of fun is actively supported by staff. For example, during the summer months, a request for a 'water fight' was accommodated in order to 'celebrate' the end of the school term. Children have very good access to a broad range of art materials which effectively supports their imagination and creativity. They use lollipop sticks, paper, glue and collage materials to make 'aeroplanes', sharing the end result with staff who enthusiastically acknowledge their achievements. Staff are mindful to allow children to explore and try things out themselves, which effectively supports their active learning. Children enjoy dressing up and engaging in role play and expressing their individuality as they find their favourite outfit from the large selection readily available.

Children compound their understanding of technology through resources and have access to laptops where they use a variety of programmes and games confidently. Staff support children's personal, social and emotional development as they successfully encourage children to manage their time and ensure that everyone has equal opportunity to use the equipment. Children's understanding of the world is further supported. For example, they learn about animals and wildlife as they help to care for the school chickens and a 'self-portrait' project provides good opportunities for children to talk about and celebrate difference.

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

Warm and positive relationships have developed between staff and children and children are relaxed and confident. Staff are attentive to all children and welcome their comments and contributions. As a result, children show good levels of self-esteem. Children behave very well and understand what is expected of them. They share, take turns and are kind to one another. Any minor squabbles or disagreements are managed sensitively and effectively by staff who encourage children to try and resolve things for themselves. Children's independence is continually encouraged as they manage their personal care, choose when they wish to have their snack and what they would like to play with. Staff take great care to prepare the environment prior to children arriving. Equipment and resources are well organised to enable children to make independent choices. The constraints of space are successfully addressed with the use of 'resources folders'. This allows children to look through and see the full range of available equipment. This includes outside, which children access on a regular basis.

Children's individual needs are well known by staff as they spend time talking to parents and have forged strong links with staff within the school. As a result, children are well supported in the transition between school, home and the club. Children show a secure sense of belonging and have forged strong bonds with their key person. Established handover systems at the beginning and end of the school day ensure the children's day is discussed and messages are passed appropriately to parents. Children enjoy a good balance of snacks, which include fresh fruits and vegetables. Staff take into account specific dietary needs and preferences. Snack time is flexible enabling children to choose when they wish to eat, therefore not impacting on their learning or play, which enhances the flow of the setting. A small number of children, in line with parents' wishes, are also

offered a cooked tea towards the end of the session. All children learn appropriate hygiene routines because staff are good role models and they are encouraged to manage their own personal care needs, such as washing their hands and accessing the toilet. This contributes positively to their growing independence. Staff help children to become aware of their own safety during activities and everyday routines. For example, they learn to use scissors appropriately during art activities and regularly practise emergency evacuation procedures.

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

Managers and staff demonstrate a secure understanding of their role and responsibility with regard to protecting children in their care from abuse and neglect. Effective recruitment systems are in place to ensure that all staff are suitable to care for children. Induction procedures make sure that staff's knowledge and understanding of the policies and procedures is secure. As a result, children are kept safe. Comprehensive written risk assessments identify potential risks to children and the steps taken to minimise them. Staff are well deployed and work very well together as a team. The use of 'walkie talkies' means that staff are in touch with each other at all times. Therefore, children are kept safe, well supervised and effectively supported in all that they do. Staff are motivated and committed to the service they provide. Supervision and appraisal systems support staff in identifying their own strengths and areas they wish to develop. They attend training on a regular basis and use any new information gained to inform practice.

Partnerships with parents are strong with good working relationships. As a result, children's needs are known and consistently met. Parents, through written questionnaires, comment positively about the club and the activities that their children engage in and the support they receive. Links with the school are firmly established and staff ensure they are aware of the curriculum, extending children's learning through the activities they provide. For example, an older child recently completed a creative activity linked to the topic of Egyptians, which she shared at the school the next day.

The managers and staff are enthusiastic and eager to provide a high quality service to children and their families. They are committed to the continuous development of the setting. However, there is scope to enhance the monitoring of practice further so that the feedback from this can be used to inform a sharply focussed process of self-evaluation, so that the quality of children's care and learning experiences continues to rise. Parents are invited to contribute to this process through verbal and non-verbal methods, for example, questionnaires, comments and general discussion.

### **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

<b>Unique reference number</b>	EY460904
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	911286
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	16
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Kelly Donna Fenner
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	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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