

Smiles

Main Street, RATBY, Leicester, LE6 0LN

Inspection date	10/01/2014
Previous inspection date	Not Applicable

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

- Children have a lovely time in this fun-filled environment. They take part in a range of organised activities, which is wholly suitable for this type of provision.
- Staff are supportive of all children and respond appropriately to their individual needs. They interact positively with the children and build good relationships with them to help them to feel secure.
- Children's learning and development is very well supported as staff continuously look for ways to develop and enhance their experiences. They show commitment and enthusiasm towards enhancing their own knowledge through training, which supports their professional development.
- Children's behaviour is very good. They understand the importance of being kind and considerate to each other and share and take turns during play. Praise and encouragement from staff ensures children feel secure and included.
- Staff have a good understanding of safeguarding children. Therefore, they effectively identify and respond to potential hazards, prioritising children's safety and welfare.

It is not yet outstanding because

- There is scope to further improve the communication with the school by encouraging the sharing of information relating to children's learning and development.
- Parents' views are not always given the fullest consideration as part of the self-evaluation.

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 observed activities throughout the out of school club indoors.
- The inspector spoke with the owners and staff at the club, the children and parents at appropriate times throughout the day.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took account of the views of children, parents and carers through discussion.

Inspector

Jennifer Turner

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. It is one of five settings run by a private provider. The out of school club is situated in Ratby Primary School, Ratby, Leicestershire. The club serves the host school. It operates from the school library and a number of rooms within the school, including the hall. The club has access to the school playground for outdoor play. The club employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. The club opens Monday to Friday during school term times. Before and after school sessions run from 7.30am until 9am and 3pm until 5.30pm. There is currently one child attending, who is within the early years age group.

What the setting needs to do to improve further

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

- strengthen partnership working by enhancing the information shared with the school, so that children fully benefit from a shared understanding and common approach to supporting their progress

- extend the already good systems for self-evaluation by taking into account the views of parents.

Inspection judgements

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

Children develop warm relationships with staff, which enables them to form secure attachments and promotes their well-being and independence. There is an effective key person system in place, which helps children feel secure. Staff share relevant information with parents to find out about the children's likes, interests and skills. This means that staff have a clear understanding of children's starting points, which enables them to build on children's interests and abilities from the start. The ongoing verbal communications and regular observations help staff to plan future activities to meet the learning needs and emerging interests of the children. Children's active learning is well supported through a good balance of adult-led and child-initiated play and children are able to choose what they play with. The positive interaction of staff extends children's thinking and ensures that they make good progress in their development. Staff demonstrate a good awareness of how children learn and activities are planned to build on children's learning at school, while being flexible to allow for spontaneous learning and following children's interests. Staff take photographs of the children as they play and use this in the learning journal along with observations to monitor children's progress. In addition to this, some

information is shared with teachers at the school. For example, details about activities within school and interests are discussed in order to provide complementary opportunities. However, this is not yet fully established for the current children on roll because they are only attending once a week. Children have opportunities to learn about the wider world through using maps of the world to find different countries or celebrating festivals. Children look forward to the weekly baking session, making fairy cakes. They select the utensils needed, weigh and measure the ingredients and confidently mix them, adding the flour and preparing the cake so staff can cook it during the session. They count the number of cake cases and confidently work out how many they can have each, demonstrating their understanding of mathematics.

Staff have a good understanding that children have different needs at the end of the rigour of the school day. They give children opportunities to select resources and activities that promote all areas of learning and follow their interests and capabilities. Children show confidence in approaching the inspector to introduce themselves and find out the nature of her visit. They tell the inspector how much they enjoy coming to the club, because they have fun playing with what they want. With the club operating from the school library, children have free access to a wide range of books and they enjoy reading these or just looking at pictures of water creatures, such as whales. Children enjoy their time at club. For example, they make and design Christmas crackers or play with the small world figures. Children enthusiastically work together to make dens by putting drapes over tables. Staff support children's imagination by providing resources to help them turn the den into different scenes, such as a house or camping in a tent. Children enjoy challenging each other as they play a selection of board games. The club provides a relaxed play-based environment for children, where they are confident to mix with children of different ages. Children have opportunities to be active as they play physical games in the hall and outdoors. Overall, there are good opportunities which result in children who are confident, positive and happy to attend.

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

The club provides a well-resourced and welcoming environment for children where they enjoy playing together. The friendly atmosphere helps children to feel welcomed and they chat happily and with excitement about their day and recent events, such as their enjoyment of the Christmas party. Staff develop effective relationships with parents, who are happy with the care given to their children and how children often do not want to leave at the end of the day. Staff are good role models for children as they are polite, warm and respectful to them. They encourage all children to take part, share and join in both the planned and spontaneous play. When children move around, staff supervise them well and encourage them to take responsibility for their own safety, such as why they should not run indoors. Children know they will get a special treat at the end of the week if they walk sensibly in the school corridors. This helps children to learn how to keep themselves safe and to be aware of how their actions impact on others. Children's safety is further assured as they practise fire drills.

Children's behaviour is good; they are polite and have good social skills. They learn about a healthy lifestyle through everyday routines and planned activities. They are encouraged

to eat healthily and are offered a choice of soup or toast. Children sit together to have their tea and this is a social time where children talk about the school day and special events, such as Christmas. Children's independence skills are promoted as they help themselves to drinks and pieces of fruit throughout the session. All children respond quickly to staff when asked to help tidy away. These activities help children to learn skills that will help them to take part in new experiences with confidence at school and later in life. Through daily routines children learn to independently manage their personal care needs, such as washing their hands after using the toilet and before eating snacks. This promotes their understanding of good hygiene habits and they know that washing their hands will help to prevent the spread of germs. In addition, children understand the dangers of eating cake mixture containing raw eggs and say it can give them a tummy ache.

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

Staff demonstrate a good understanding of the safeguarding and welfare requirements for the Early Years Foundation Stage. They have completed safeguarding training and a paediatric first aid qualification course. Staff understand their responsibilities to safeguard the children they care for and the procedures to take should they have a concern about a child in their care. The leader and staff when questioned, demonstrate they know and understand the policies and procedures, for example, of how to respond to a safeguarding concern or allegation being made against a member of staff. They understand their duty to protect the children in their care and have a clear understanding of the known indicators of child abuse. They work well with others in the school to keep children safe from harm and regularly revise their policies and procedures with guidance and support. Staff understand and adhere to these well and as a result children can play safely and have fun in the club's care. Staff have a good knowledge of the learning and development requirements. They demonstrate an accurate understanding of the importance of getting to know children's starting points and capabilities. When children first start to attend the club staff take time to speak with children's parents. They share information with them and gather details that enable them to help children settle in and to ensure their learning needs are met from the outset of their placement. Although some information is obtained through interaction with teachers in the school, there is scope to develop this to better complement children's learning and introduce more topics that extend their achievements within school further.

Partnerships with parents are strong and good working relationships have developed, which is extremely positive for children as their needs are continually known and met. Parents speak highly of the club and staff, explaining they feel very well informed about their child's day, the activities they involve themselves in and that staff support them very well. There are many opportunities to encourage parents involvement in their children's care and learning while at the club. Regular newsletters are sent out, so that parents are fully informed about events. Comments from parents include, 'it's lovely here, my child loves it and he always talks about what he has been doing with excitement'.

The leadership and management of the club is strong and there are effective systems to

support children's individual needs. Staff work very well together and are positive role models to the children. Recruitment procedures are effective and therefore ensure that the adults working with children are suitable to do so. Staff are effectively supported by managers through regular staff meetings and a good system of supervisions and appraisals is developing. Furthermore, staff are encouraged to take up training and additional qualifications to ensure that they continue to enhance their practice and provide the best levels of care to children. They regularly consult with children to gain their opinions and ideas about the club, however, there is scope to improve how the views of parents are used in this process. The provider welcomes support and guidance from other childcare professionals. This means there is a focus on continuous development to improve the club for the children.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY465944
Local authority	Leicestershire
Inspection number	926311
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	1
Name of provider	Kelly Donna Fenner
Date of previous inspection	not applicable
Telephone number	07825 773307

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

