

Smiles and Giggles Nursery School

32 Albion Road, Broadstairs, Kent, CT10 2UP

Inspection date	25/11/2013
Previous inspection date	24/02/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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

- Teaching is good and children make consistent progress as staff plan activities and experiences, which children enjoy and which offer them a good level of challenge.
- Effective safety arrangements are in place, protecting children as they play and learn.
- Staff offer good support and encouragement for children to behave well and to develop good social skills.
- Strong partnership working with parents and others professionals supports staff to provide consistent and cohesive care for children.
- Children develop a good understanding of the importance of health and hygiene through practical experiences and guidance from staff.

It is not yet outstanding because

- The organisation of large group stories and song sessions is not always fully effective for younger children.
- The mark making materials for children under three years are not always set out for them to select independently during their free play.

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 viewed all areas of the nursery.
- The inspector spoke with the provider, manager, staff, parents and children at appropriate times during the inspection.
- The inspector observed the interaction of staff and children during a range of activities.
- The inspector undertook a joint observation with the manager.
- The inspector viewed a range of written documentation including records of children's progress.

Inspector

Liz Caluori

Full report

Information about the setting

Smiles and Giggles Nursery School is privately run and registered in 2006. The nursery operates from four rooms in a converted shop in the St Peter's area of Broadstairs, Kent. All children share access to an enclosed outdoor area.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is open each weekday from 8am to 6pm for 51 weeks of the year. There are currently 38 children on roll, all of whom are in the early years age range. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are nine members of staff, eight of whom hold appropriate early years qualifications. The provider holds Early Years Professional Status. The nursery provides funded early education for two, three and four-year-olds.

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 younger children to draw or to practice their writing by making mark making materials more easily accessible throughout the provision
- review the organisation of large group activities to make sure that children are able to concentrate, for example by reducing the distractions caused by staff who are completing domestic tasks.

Inspection judgements

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

Children progress well in all areas of their learning as staff provide a broad and interesting range of activities, which offer a good level of challenge. Staff speak with parents and observe children to determine their individual interests and abilities. This communication enables them to successfully plan for each child's future learning. The management team effectively monitor children's progress to identify any gaps and to support staff to address these. The manager also works with staff to ensure that appropriate arrangements are in place to support children with special educational needs and/or disabilities. Parents receive regular written reports on their child's progress and contribute observations from home. This good support helps staff ensure that children's evolving needs are fully understood and that they receive consistent support. Appropriate arrangements are in place to complete the required progress checks for children aged two years.

There is a good balance of child-led play and adult guided activities throughout each day. Children benefit from being able to make choices and decision and learn through independent trial and exploration. They also enthusiastically engage in activities planned by staff. For example children in the baby room become engrossed as a member of staff plays a game teaching them to identify animals and make the appropriate sounds. They confidently identify cows, sheep, horses and tigers and respond well to the praise and recognition they receive. This helps to promote their self-esteem and gives them to confidence to express their ideas and thoughts. Activities such as these, and the many conversations which take place throughout the nursery, help to promote children's communication and language. Staff understand how to encourage children to speak by asking open-ended questions which require children to form a considered response. Consequently, children make consistently good progress in their communication and language skills.

Children understand the routines of the day, which gives them a sense of security. The majority of the time staff organise activities well and provide children with both lively and more restful periods. The exception to this is the organisation of the large group session for the younger children in the period directly before lunch. During this time, the children under three years listen to stories and sing songs. However, it is sometimes hard for them to concentrate due to the size of the group and high level of background noise caused by staff engaged in domestic duties. As a result, children occasionally become distracted.

Staff place good focus on teaching children about the natural world. They provide a plastic greenhouse for planting and there also a rabbit and guinea pig, which children care for. Children take part in many physical activities both indoors and in the garden. Babies have a lot of space to practise their mobility and all children are free to run, dance and play ball games. Staff recognise the importance of offering the more physically coordinated children opportunities to climb and balance to further promote their development. They provide resources such as crates and balance beams for children to create assault courses. This allows children to begin to take managed risks in a supervised environment.

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

Staff are well deployed and manage the routine according to the needs of children. Each key person remains with their children as they move on to different rooms in within the nursery. Children form strong relationships with their trusted key person and respond well to the caring interaction of all staff. Each key person takes responsibility for completing the learning records for the children in their group as well as liaising with their parents to make sure that they understand each child's individual needs. Children behave well and develop good social skills. Staff teach them to share, take turns and act as good role models. As a result, children learn to negotiate with their friends and to consider the needs of others.

Children learn about the importance of adopting healthy lifestyles. They remember to wash their hands before eating and help themselves to tissues to blow their nose. A

display of photographs shows children enjoying a recent visit from a dentist. Written captions of children's comments show a high level of understanding regarding dental hygiene. Children state that they must remember to brush their teeth and that they need to eat healthily. Staff also reinforce the importance of good nutrition. They provide a variety of snacks including a selection of fresh fruits and encourage children to eat the healthiest items in their lunch boxes first. Drinks of water are constantly available for children. Following a recent risk assessment, staff no longer prepare children's bottles on site. Parents provide bottles, which are already mixed, and these are heated to room temperature before being given to children. Staff also provide experiences which help children to learn about safety such as taking part in regular evacuation drills.

Staff provide a good range of resources for children and most of these are set out for them to select independently. The group room for the children aged over three years is particularly inviting and children confidently explore their environment. The presentation of resources for mark making and drawing is very good for these older children but is less effective for younger children. As a result, while they do a lot of art, craft and early writing under staff supervision, they tend not to choose these activities during their freely chosen play.

Staff prepare children well for their move to school, speaking positively about the changes they will experience and helping to ensure that they are sufficiently independent. They work closely with parents and invite teachers from local schools to come into the nursery to meet the children. This support helps children to become emotionally prepared for the next stage in their learning. Each child's key person prepares transfer records for children's new teachers.

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

This inspection was brought forward following an unannounced visit by Ofsted at which a number of Notices to Improve were issued to the provider. This followed concerns related to an injury sustained by a child while at the nursery. During the visit breaches of requirements were found in the arrangements for staff supervision, monitoring and deployment. It was found that the first aid certificate of the person who dealt with the incident has expired. It was found that accident records were not adequately maintained and risk assessments were not sufficiently robust. Ofsted issued six Notices to Improve. The provider took action to address all of these concerns and is now compliant with these legal requirements. Disciplinary action was taken against one member of staff and additional training and support was put into place for all staff. Staff deployment was improved, risk assessments strengthened and additional training courses booked to increase the number of first aid trained staff on the premises.

A new manager has recently been appointed and there is currently a significant focus on self-evaluation and ongoing improvement. All actions previously set by Ofsted have been met in full. These improvements include the introduction of a new cleaning rota, new risk assessments and changes to some elements of staff deployment arrangements. In

addition, additional training has been booked to increase the number of first aid trained staff on the premises and improvements have been made to systems for recording details of accidents. Leadership of the nursery is strong and the management team fully recognise their responsibilities to promote children's learning and do this well. In addition, the procedures for monitoring staff and supporting their professional development have been strengthened. Staff have responded well to the sensitive implementation of changes to date and the effective team working creates a harmonious, efficient environment.

Robust arrangements are in place to protect children. Recruitment procedures are good, including processes for checking the suitability of all staff and a set period of induction and training. The manager is the lead professional for child protection and has attended training to support her in this role. She has a clear understanding of the procedure to follow should concerns arise about the welfare of any child. In addition to the written risk assessment, staff complete daily health and safety checks of the nursery and outdoor area. Staff are vigilant in their supervision of children and thoroughly check the identification of visitors before allowing them to enter areas used by children.

Parents receive a warm welcome when they attend the nursery and children benefit from observing the friendly exchanges between their parents and the staff. Parents spoken to during the inspection are very complimentary about the service they receive. They praise the staff and feel that their children are doing well. Effective arrangements are also in place to work alongside a range of other professionals and early years practitioners involved in offering support to the children. This supports all parties to provide coordinated and consistent care.

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	EY339935
Local authority	Kent
Inspection number	939404
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	45
Number of children on roll	38
Name of provider	Jenny Stembridge
Date of previous inspection	24/02/2011
Telephone number	01843 602115

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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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