

Smilers

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

Inspection date	16/04/2014
Previous inspection date	19/09/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 manager and key persons have established strong, effective and positive partnerships with parents.
- The manager is very good at utilising ideas from other sources and adapting these for the age range of the children attending the nursery, providing different and challenging activities.
- The manager and staff work very well as a team and are collectively supportive at developing new ideas to continue to improve the outcomes for children.
- The leadership and management of the nursery are strong and very professional, providing opportunities for adults and children to develop their skills.
- The manager and staff team work well in partnership with many other agencies, striving to provide all children with the skills for the next stage in their lives.

It is not yet outstanding because

- There are occasions when children of different ages are not always fully supported in some activities.
- The outdoor area is not providing children with challenging opportunities to extend their learning.

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 had a tour of the premises and outdoor play area with the manager of the nursery.
- The inspector interviewed the manager of the nursery and spoke with staff, parents and children.
- The inspector carried out a joint observation with a room supervisor.
- The inspector fed back the inspection findings to the manager of the nursery.
- The inspector sampled a range of documentation including policies and procedures and children's records.

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 an enclosed outdoor play area. There are currently 79 children in the early years age group on roll. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. There are also older, school age children attending the out of school club. This nursery 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 three unqualified members of staff, all 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:

- strengthen support for children of different ages in all activities

- further develop and extend the learning opportunities for children outdoors

Inspection judgements

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

The strong management and staff team work very effectively together; this means children experience an interesting and stimulating range of resources and challenging play opportunities. Overall adults are skilful in adapting activities to suit children's individual stages of development and the quality of teaching is good. However, the outdoor garden area is not being extensively used as an additional space for children to explore, to help increase their knowledge and skills across all areas of learning. The manager and key persons at the nursery base much of their activity planning on their in-depth knowledge of the children and their individual needs and interests. Children are fully engaged in their learning although during some adult-led activities staff do not fully support every child taking part so they get the most out of the experience. Adults undertake frequent observations of children's play to influence future planning and support each child's identified next steps. These observations are recorded effectively in children's learning

journals. The manager and key persons make sure they routinely assess and monitor this information, helping to ensure each child makes good progress in all the areas of learning. Photographs are also used to support children's achievements and development. Their work is displayed around the nursery, promoting children's self-esteem. It also allows parents to see evidence of their children's progress. This helps to involve them in their children's care, learning and development.

Adults display a good understanding and sensitivity in their interaction with children. They are always on hand to offer guidance or join in with activities. Adults make all children's learning fun and use resources that reflect their interests, as well as their developmental needs. Music, 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 provided 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 to run around, ride tricycles and cars, as well as play ball games in teams. This helps children become confident in their movements and physical capabilities.

Adults 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 as the children stick small paper cut-outs onto egg shapes, to use for an egg hunt later on in the day. Children learn to develop good skills in understanding their world. There are books and small world figures to show the differences in people. Children are encouraged to talk about their own family and home, this helps them feel secure and a sense of where they belong.

Children are able to make many independent choices about how they spend their time in the nursery. They are usually able to choose when they have a snack and can get a drink of water when they feel thirsty. Children enjoy stories read by adults and are encouraged to join in and act out what is happening, using props. They are encouraged to talk about whatever they are doing. This enables children to learn how to communicate effectively with others and gives them further confidence in their speech. They are developing skills across all learning areas as they use the indoor play environment freely. 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

All adults in the nursery are dedicated to the safeguarding and well-being of children attending. They show they have a good awareness about making sure children feel valued and secure. Adults have a very clear knowledge and understanding of the safeguarding procedures they need to follow, should they have concerns about a child in their care. They are committed to protecting children's welfare. Children are well supervised by the adults, who offer them support in their play; this helps them to progress in their learning successfully. The key person system in place is effective and sensitive in promoting children's feelings of trust and safety. Adults continuously build on the excellent relationships they have with the children. They are ready to adapt activities to meet children's varying needs. Key persons work closely with parents and other carers to share

information effectively to support children's emotional development well.

All parents now provide their children's lunch. The nursery provides snacks and adults encourage children to make healthy choices in their food. Management and staff make sure the children are cared for in a healthy environment that is also safe for them. They follow good procedures to protect children's health, for example making sure they dispose of nappies safely. Children can learn how to keep themselves safe in an emergency; for example, as they regularly practise evacuating the building. Adults use different ways to help children learn how to become more independent as they get older, such as choosing and cutting their own fruit at snack time and helping tidy up.

Adults encourage children to behave appropriately, learning to manage their own feelings. Children are developing their personal and social skills by playing together in groups. Adults are skilful in providing the required support and supervision that allows children freedom in their play. They also encourage children to try out new challenges, looking at how they feel when confronted with different experiences. This means children are well prepared for their eventual move on to school.

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

The manager displays a thorough knowledge and understanding in how best to implement the requirements set out in the Statutory Framework for the Early Years Foundation Stage in her setting. All adults display a clear understanding of the Local Safeguarding Children Board procedures to help them protect children. There are robust recruitment, supervision and appraisal systems in place. This means all new staff are checked and suitable to work with children. Management and staff provide good facilities, support and experiences for children and their families. Well-recorded risk assessments are carried out on a daily basis and any hazards are identified and made safe to help to ensure the premises is clean, safe and suitable for children to use.

The self-evaluation process is effective and continuous to ensure improved outcomes for children. Regular supervision and staff meetings identify and address any queries or issues raised by staff. Parental feedback is also highly regarded by management and staff. 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, notice boards and photographs showing parents some of the many activities their children enjoy each day. Parents are invited in several times a year to discuss their children's progress and achievements. The nursery would always obtain consent to consult with specialists or other professionals if there are concerns about children's individual needs or development, this means 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, approachable and supportive. They say their children thoroughly enjoy themselves at the nursery. Parents show they are familiar

and aware of the nursery routines. They are able to find out about their children's achievements as they can see their learning journal regularly. Parents know who their child's key person is and can spend time talking to them as they collect their child. It is clear from the comments parents have made, that they feel their children benefit from a range of interesting and enjoyable experiences, promoting their good progress and development.

Staff greatly value the partnership they have built up with local agencies and professionals, such as the local school's reception class. They make good use of any information provided to help promote children's development, welfare and well-being. Children benefit from sensitive and skilled staff who help them prepare for 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	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	EY266973
Local authority	Medway Towns
Inspection number	961674
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	58
Number of children on roll	99
Name of provider	Smilers Ltd
Date of previous inspection	19/09/2013
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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