

# Smiley Faces

Holy Trinity CofE Primary School, Jersey Street, Cheltenham, GL52 2JP

## Inspection date

Previous inspection date

11/06/2014

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 requires improvement

- Staff have positive relationships with the children. They are warm and sensitive to their needs; consequently children feel secure in their care and play happily together.
- Children make satisfactory progress towards the early learning goals, as a result of the activities, experiences and opportunities provided.
- Staff ensure that parents feel welcome. They exchange information daily and pass on messages from school if necessary. This helps to ensure that parents are informed about their child's daily activities and progress.

### It is not yet good because

- Staff have not attended up-to-date safeguarding training to maintain a good understanding of child protection and to help them to safeguard children.
- Staff do not always maximise opportunities for children to develop their independence skills, for example by giving them opportunities to prepare their own snack.

## 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 in the main playroom and outside.
- The inspector spoke with the provider, staff and children at appropriate times throughout the inspection.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, risk assessments, policies and procedures.
- The inspector invited the provider to undertake a joint observation.
- The inspector took into account the views of parents spoken to on the day.

## Inspector

Julie Swann

## Full report

### Information about the setting

Smiley Faces opened in 2000 and re-registered in 2013. It operates from a portable building in the grounds of Holy Trinity Primary School, close to Cheltenham town centre in Gloucestershire. It has use of the school playground and field for outside play. It serves families from the local area as well as those with connections to the school. The club opens on weekdays from 8am to 9am and 3pm to 6pm during term time and from 8am to 6pm for three weeks during the summer holiday. The club is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It provides before and after school and holiday care for children from four to 11 years. The club employs two full-time and one part-time member of staff to work with the children. Of these, two staff, including the provider, hold appropriate qualifications. Operational links are in place with the school on whose site the club is located.

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

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

- provide safeguarding training for staff to ensure they continue to be familiar with the possible signs of abuse and neglect so that they are alert to any issues of concern about a child

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

- extend children's independence by encouraging them to make choices and carry out age-appropriate tasks.

## Inspection judgements

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

Staff demonstrate a suitable knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. This means that they implement a range of experiences and activities that broadly cover the areas of learning. Children are happy and settled at the club, where the emphasis is on learning through play and having fun. Staff observe children during their play and use the information gathered to inform future plans. Staff evaluate the planning of activities weekly in order to extend learning opportunities. As a result, children are acquiring the skills for the next steps in their learning. Children's learning journey records are available for parents to view, to enable them to support their children's learning at home.

Children's communication and language skills are effectively nurtured as staff give children time to talk and ask questions to make them think and develop their own ideas. For example, staff read stories to children and extend language using effective questioning. Children develop their communication skills further as they play with role-play resources. For example children dress-up as animals and Vikings and 'sail to Norway'. Children talk with their friends and staff about activities they have enjoyed at school and about significant events in their lives, for example recent birthday celebrations. Staff know when to get involved and when to allow children to carry on playing so that their play is not disrupted and they can make their own decisions.

Children are provided with a broad range of experiences by staff to develop their physical skills. In the indoor environment, they enjoy cutting using scissors, use pens and pencils to develop early writing skills and manipulate small parts on toy vehicles, such as trucks. In the outdoor environment, children practise moving in different directions, make circular movements using skipping ropes and enjoy throwing, catching and kicking balls. Children enjoy the activities and develop skills that benefit their future learning experiences.

Staff provide opportunities for children to develop mathematical skills. For example, they support children to solve problems as they complete jigsaw puzzles. Children also recognise and talk about numbers when they play hopscotch outdoors. Staff use good skills to extend learning by enabling children to test their ideas and make predictions during activities. For example, as children paint they notice that colours are changing as they squelch the paint in their hands or mix the paint on their paper. Staff ask questions such as 'what colour have you made?', 'I wonder how you changed the colours?' 'What colours did you use?' When a member of staff notices that children are interested in mixing the colours she provides plates to enable children to experiment further. Consequently, children are making sound progress and are motivated to participate in experiences.

Parents and staff share informal feedback each day about their child's care needs and discuss what children have taken part in during the session. In addition, messages from school are passed on to keep parents fully informed about their child.

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

Staff provide a warm welcoming environment for children to have fun in and staff are both calm and caring. Consequently, children settle quickly and have an appropriate sense of belonging. Children feel secure as there is a suitable key person approach. The key persons are consistent in forming firm and appropriate bonds and attachments with the children. Children approach staff confidently for support or to join in with their play. To ensure that children settle well when they first start at the club, staff encourage the children and their parents to visit. In addition, parents supply all relevant information to ensure children's needs are met well. This helps to develop children's sense of belonging at the club and promotes their personal, social and emotional development.

Children behave well as staff provide them with clear and consistent boundaries, and

expectations are made clear to all children. This is because all children are valued as they are involved in planning the weekly activities and together with the staff have devised the rules for the club. This is reinforced further with posters explaining rules displayed on the wall and notice boards. There is a calm and harmonious atmosphere in the room. Children are aware of safety routines and demonstrate this in their play. For example, they recognise that they must not run indoors. Children learn how to keep themselves safe as they practise regular fire evacuations and children demonstrate they understand what to do when the alarm is raised.

Younger children play co-operatively alongside older members of the group. They respect their space and privacy when they want to spend time alone sitting on the large cushions. Children show a strong sense of fun, giggling and talking contentedly to each other as they play together and take part in organised creative activities.

The club is welcoming and decorated with children's artwork and displays. The layout is generally well considered, with space for a variety of activities and resources stored so these are accessible to the children, promoting their independence. There is an atmosphere of purposeful concentration and general independence in the club. However, children do not always have good opportunities to become more independent and extend their physical skills at snack times. For example by buttering their own toast and choosing their snack.

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

The provider is the designated staff member to take lead responsibility for safeguarding children and has a sufficient policy in place. The provider and staff have a basic knowledge and understanding of safeguarding procedures and the signs that may indicate concerns about a child's welfare. However, management and staff have not maintained up-to-date safeguarding training and certification to support them in their roles and to help them to protect children's well-being. As a result, the setting is breaching requirements for the Early Years Foundation Stage and both parts of the Childcare Register.

All staff are vetted and Disclosure and Barring Service checks are completed, to help to guarantee their suitability to work with children. Staff complete risk assessments and daily safety checks to make sure that equipment, premises and the environment are safe for children to use. All staff have completed first aid training; this means there is always a member of staff with a current paediatric first aid certificate on the premises who is able to tend to children's accidents or injuries appropriately.

The provider monitors children's assessments of learning and development and has an appropriate overview of the quality of teaching and knows what needs to be done to improve this towards excellence. Consequently, children with identified needs are supported with appropriate intervention to help ensure they reach their expected levels of development. Staff are motivated, enthusiastic and offer sound quality provision for all

children attending the club.

Management systems are in place to monitor staff performance formally through appraisal and informally through observation. The club uses self-evaluation well and captures the views of everyone concerned with the out of school club to help to drive improvement in the outcomes for children. The provider welcomes suggestions from parents and children about how the club can be improved upon. Partnerships with external agencies and the host school are well established and contribute well to meeting children's needs. Parents are kept informed about their child's time at the club through verbal conversations and information is sought through questionnaires. Parents comment most positively about their children's experiences in this club and are confident to share information with the provider, including any concerns about the provision. They highlight that their children are happy and enjoy their time in the club. The club's policies and procedures are discussed with parents at the outset and these are displayed within the club and available on request. This promotes effective partnership working and supports continuity of children's care and learning.

### 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:

- improve staff's understanding of the procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register).
- improve staff's understanding of the procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (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	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

<b>Unique reference number</b>	EY468347
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	944142
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Julie Marie Dyke
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01242604666

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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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