

Smiles

Swinford C of E Primary School, School Lane, Swinford, LUTTERWORTH, Leicestershire, LE17 6BG

Inspection date	29/10/2014
Previous inspection date	07/10/2011

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 are settled and show a strong sense of belonging in the club. This is because they form trusting relationships with staff. They confidently and enthusiastically participate in activities with enjoyment.
- Children enjoy good opportunities to experience outdoor activities, which raises their awareness of the importance of exercise and promotes their physical development well.
- Children's learning and development is supported through secure partnerships with parents and strong links with the host school.
- The staff team have a good understanding of the safeguarding and welfare requirements and take all necessary steps to keep children safe and well.

It is not yet outstanding because

- Staff do not always make best use of the rooms that are available to them, which means that, at times, children do not have the opportunity to initiate their own play and learning.
- Children do not have the opportunity to input their ideas when staff plan the menu or to fully extend their independence by serving their own foods at breakfast and snack time.

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 information and communication technology suite and base room.
- The inspector held meetings with the provider and manager of the provision and spoke to staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector checked evidence of suitability of all members of the staff team, their qualifications and the provider's self-evaluation and improvement plan.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.

Inspector

Hazel White

Full report

Information about the setting

Smiles out of school club was registered in 2011 and is 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 club is situated in Swinford C of E Primary School in the Lutterworth area of Leicestershire. It operates from a classroom, and information and communication technology suite. The hall is available to the club at specific times. The club serves the local and surrounding areas. It is accessible to all children and there is an enclosed area available for outdoor play. The club opens Monday to Friday during school term times, from 7.30am until 9am and 3.15pm until 6.15pm. Children are able to attend for a variety of sessions. There are currently 22 children attending, four of whom are in the early years age group. The club employs three members of childcare staff. Of these, two hold an early years qualification. One at level 3 and one at level 2. One member of staff is currently completing a play work qualification at level 3. The club receives support from the local authority and is a member of the Out of School Club Alliance.

What the setting needs to do to improve further

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

- engage children in menu planning so that they further enhance their understanding of healthy eating and, help them to become even more independent, for example, by encouraging them to serve food for themselves at all meal times
- make the most of the rooms that are available to the club so that children consistently have choices about where they play and further opportunities to initiate their own learning.

Inspection judgements

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

Staff demonstrate a good understanding of how to promote children's learning and development. They are mindful that children have been at school all day and plan a wide variety of interesting activities to ensure that children are motivated and having fun. Staff build strong and effective partnerships with school staff, which results in children receiving consistent support. As a result, children's learning is successfully complemented and they continue to make good progress. Staff consult children when planning activities and value their ideas. For example, children were eager to ensure that the current topic about autumn included a spooky Halloween aspect. Activities provide children with a good range of learning opportunities and challenge. However, staff do not always utilise the space available to them. This means that children cannot consistently choose where they play and fully initiate their own play and learning. Daily discussions take place when children

are collected and this means that parents are kept fully informed about their child's day. Portfolios and scrapbooks show parents examples of the activities children enjoy and take part in. The key person responsible for children who are within the early years age group, is also a volunteer in the school. Consequently, she knows these children very well and is able to plan for their individual ongoing learning.

Communication and language skills are extended through good interaction between staff and children. Children chat about their day and what they have been learning in school. They remember a song about jumping beans and turn the conversation into a game, naming as many types of beans as they can. Children invite staff to join in with their play. They extend children's learning by teaching them some French words after a child adds a French bean to the list. Consequently, children build a good vocabulary. Staff motivate and encourage children to try things for themselves. Children have a go at making spiders, using wool, pipe cleaners and polystyrene shapes. They share ideas with one another, deciding on which is the best colour to use for the spiders' legs and how to get the eyes to stay on. This allows children to problem solve and build self-confidence. Other children decorate biscuits, using icing to make intricate spiders webs. Young children use oranges to practise the shapes they will carve into their pumpkins on Halloween. As a result, all children are busy, being creative and expressing their own ideas.

Children learn about a wider society and countries around the world through discussions and activities. They use positive images resources in their play, including books and play figures. Children recall joining in special celebrations, such as Easter and Diwali, taking part in arts and craft activities, cooking and food tasting. These activities enhance children's understanding of culture and traditions. The whole outdoor area consisting of a playing field, playground, nature trail and woodlands area is available for children's enjoyment. This enables children to have plenty of opportunities to run around and enjoy the fresh air. Consequently, the range of activities and effective teaching by staff mean that children continue to develop the skills they need for the next stages in their learning.

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

All children attending are from the host school where the club operates. Consequently, they are familiar with the building and are at ease in their surroundings. Children are warmly greeted by staff and quickly seek out their friends. They are very clearly relaxed and happy at the club. Furthermore, they are not in a hurry to leave when parents arrive to collect them. Staff are attentive and have a lovely rapport with the children. This enables children to feel safe and secure. Parents are invited to attend a meeting prior to children starting the club so that they get the chance to ask questions and meet key persons. Children are eager to tell visitors about the club. They comment that they 'like everything' and 'it is great'. In addition, they mention that one of the staff members, in particular, is really good at coming up with creative ideas which they particularly like. These comments demonstrate that there is a high importance placed on children's personal, social and emotional development.

Children display a good knowledge of the club's routines, such as where to meet for registration and the place they need to store their personal belongings. Staff know the

children well and are aware of their individual personalities. Children's behaviour is good and managed well. Children respond positively to the calm, consistent approach of staff. They provide children with gentle reminders about any unwanted behaviour and give children clear guidance about expected behaviour. The frequent praise and encouragement children receive raises their self-esteem and helps them to feel good about what they do. Children are at ease and happy in each other's company. Older children support and nurture younger children well. As a result, all children gain a great respect for one another and play cooperatively together. Staff are deployed effectively throughout the club to ensure the safety of children and also observe where children are less involved in activities, encouraging them to participate. Children's safety and well-being are given high priority by the team. They help children to develop a good understanding of risks and how to manage them. For example, children know they need to sit down when using knives and scissors to keep themselves safe.

Children's good health is effectively promoted because staff know all about any medical conditions and specific details, such as dietary needs. Children know the importance of adopting healthy practices, for instance, washing their hands at appropriate times and doing so without being reminded. All staff members have current paediatric first-aid certificates, which enable them to deal with minor injuries or emergencies appropriately. Consequently, children's health and well-being are successfully supported. Children are able to make choices about what they would like for snack from the food available, which is all balanced and nutritious. However, children's understanding of healthy eating is not maximised because they are not involved in menu planning. Furthermore, children are not always given the opportunity to further enhance their independence or self-help skills by helping to prepare their own snack. Staff promote good manners and they expect politeness at meal times.

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

Staff fully understand their role and responsibility with regard to safeguarding children. They know the procedures to follow in the event of a concern about a child in their care. Local contact details are available should staff need to raise any child protection concerns. Furthermore, staff demonstrate a good understanding of how to respond to an allegation being made against a member of staff. Therefore, children are effectively protected while in their care. All staff attend relevant safeguarding training to refresh their knowledge and the provider is the designated officer for safeguarding. Policies and procedures are shared with parents to ensure they are suitably informed about the club's responsibilities in protecting children from harm. Secure recruitment and selection procedures help to ensure that all those working with children are safe and suitable to do so. Children's safety is a priority for everyone working at the club. Risk assessments are conducted and reviewed on all aspects of the provision. Daily health and safety checks are also carried out before the children arrive for each session to ensure that everything remains safe. Good attention is given to making sure attendance registers are accurate and checks are carried out if children do not arrive at the time expected.

The provider has clear expectations of the manager and the staff team. She sets high

aspirations for quality, and shares her vision with the team, which mean they all work cohesively together. There are effective systems for performance management, staff are monitored and underperformance is tackled swiftly. This ensures the club is always evolving and improving. Staff are encouraged to express their opinions and ideas through the self-evaluation process. This results in positive contributions and ideas about how to develop the club further. Consequently, future areas for development are sharply focused and have a positive impact on children's learning. The team understands how the club can support the learning and development requirements of the Early Years Foundation Stage. Children in the early years age group receive good support regarding their learning at school. Key persons regularly discuss the children's progress with Reception teachers. This means club activities can be planned, helping to extend and complement children's skills in different areas.

Positive partnerships are established with parents. Parents speak highly of the club and state that they would recommend the club to others without hesitation. They comment on the friendliness of staff and the wide variety of activities that children take part in. It is clear from their discussions that they greatly appreciate and value the service provided. They state that their children 'never want to go home'. Information is shared with parents through ongoing conversation, newsletters, policies and procedures and details displayed on the noticeboard. Inclusion is given good priority and staff treat children with equal concern. All children and their families are valued and respected. Staff fully recognise the benefits to children as they work in close partnership with the host school and other agencies, to ensure children get the support they need. This means that all children are included, achieve well and there is continuity of care and learning.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY425882
Local authority	Leicestershire
Inspection number	995019
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	22
Name of provider	Kelly Donna Palfreyman
Date of previous inspection	07/10/2011
Telephone number	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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