

SmileyArk Kids

Belvedere Baptist Church, 50 Nuxley Road, BELVEDERE, Kent, DA17 5JG

Inspection date	27/11/2014
Previous inspection date	09/12/2009

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

- Staff demonstrate a secure knowledge of how children learn. Planning reflects the interests and preferences for each child, so that activities meet their individual needs.
- Effective partnership with the school and parents promote a consistent approach to supporting children's learning and care needs.
- Children make friends with children from different year groups and schools, helping them to develop their social skills and confidence.
- Safeguarding policies and procedures are clear. Staff demonstrate that they understand their role in making sure children are protected from harm and kept safe.

It is not yet outstanding because

- Staff do not always fully encourage children's independence and self-help skills through allowing them to take part in the preparation and serving of snacks.

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 the children as they played in the indoor area of the club.
- The inspector spoke with staff, children and parents throughout the inspection.
- The inspector held a meeting with the club supervisor.
- The inspector viewed a sample of documentation, including the policies and procedures of the club and evidence of suitability checks.
- The inspector invited the supervisor to carry out a joint observation.

Inspector

Nicola Jones

Full report

Information about the setting

Smiley Ark Kids registered in 2009 and operates from two rooms in a church hall. It is situated in the town of Belvedere, Kent. The club is open each weekday from 3pm to 6pm Monday to Thursday and 2pm to 6pm on a Friday, term-time only and 8am to 6pm during school holidays. There are currently 32 children on roll, of these, two are in the early years age group. This provision is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. Children come from a local catchment area. The club can support children with special educational needs and/or disabilities and children who learn English as an additional language.

What the setting needs to do to improve further

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

- enhance children's self-help and independence skills further by involving them in the preparation and serving of their snacks.

Inspection judgements

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

Children's needs are met well. Staff provide a good range of activities and resources to support children's interests and learning needs. The available resources stimulate children's independent learning because they make choices about what they would like to do. Consequently, children are interested and become absorbed in their play which helps support their overall learning and development. Staff monitor children's interests through observing their play, identifying their achievements and planning for their next steps in learning. Staff work closely with parents. For example, they ensure they keep parents informed about their children's learning between the school and the club through regular discussions. This means there are effective systems to support children's learning across the different settings children attend.

Children at the club are confident communicators, sharing their thoughts and ideas with the staff and each other. Staff model good examples of language and introduce new words through activities. For example, children begin to learn the words to a Christmas song as they create pictures for a display. In addition, staff encourage children to sound out letters phonically and support children to build words. This effectively supports children's reading skills.

Staff ensure mark making materials are available throughout the club, and children's writing skills are well promoted. For example, children write their own name on their pictures. Therefore, children's early literacy skills are well supported. Mathematics and

understanding of the world is promoted at the club. Children have access to games, puzzles and construction materials to support their knowledge of shape, size and numbers. Staff support children to develop their physical skills as they play group games in the main hall. This enables children to be energetic and use different body movements in a controlled environment. Children's social skills are also promoted as younger children and older children enjoy each other's company and happily play alongside each other. Consequently, children are well supported to develop the skills needed for their next stage in learning.

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

Children are clearly happy and settle quickly on arrival. They form secure attachments and develop positive relationships with each other and staff. This effectively supports their emotional well-being. Staff provide children with a friendly and welcoming environment, which supports their overall development. Children's art work and photos are clearly displayed around the hall. This promotes children's self-esteem and belonging. Effective settling-in procedures enable staff to work closely with parents and teachers within the primary school, to share relevant information about children's learning and development.

Children are polite and manage their own behaviour well because staff promote the behavioural rules throughout the session. Reminders from staff and positive encouragement means children receive consistent messages during their time at the club. Staff encourage children to be independent and manage their own personal needs. They happily access their own resources, initiate their own play, share further ideas with staff and wash their own hands before mealtime. This promotes their self-confidence and helps them to develop their self-care skills. However, there are fewer opportunities for children to develop their independence further during snack times, for example, by allowing children to help prepare their own snack. There are good hygiene practices in place, which supports children's understanding of their own health and well-being.

There is no outside space for children to play in available at the club. However, staff plan trips to the park where children can learn to develop their physical skills as they take part playing on the play equipment. Staff ensure that when the weather is unsuitable to take the children out to the park, they plan indoor games at one end of the hall. Consequently, this means that children who want to be physically active can still do so, while children who want to play quietly are still able to. Therefore, meeting the needs of the range of children who attend.

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

The staff team work closely together to ensure that the club operates effectively and meets the needs of the children who attend. Policies and procedures are understood by staff and are embedded in daily practice to ensure that all requirements are met. All areas used by the children are safe and suitable. This is because staff carry out thorough safety

checks and any potential hazards are identified and removed. Staff understand their responsibility to safeguard children. They clearly explain how they would deal with concerns that could indicate a child is at risk. As a result, children's welfare is promoted effectively within the club. Robust safer recruitment and induction procedures work effectively. This helps staff to fully understand their roles and responsibilities. All staff are subject to the Disclosure and Barring Service checks prior to employment and attend safeguarding training to further their knowledge. This helps to keep children safe.

Children progress well as staff work together to monitor and evaluate the educational programmes to ensure that all areas of learning are covered. Performance management systems are in place and staff are encouraged to further their professional development through regular supervision meetings and training opportunities. As a result, staff are well supported. Partnership with parents and schools are effective because good information is shared. Parents speak positively about the setting and their views are obtained through the use of questionnaires. This strengthens the self-evaluation process as their opinions are taken into account. In addition, children's views are gathered through daily discussions which mean that they actively contribute to the running of the session. Consequently, the club demonstrate a commitment to reflect on their practice and strive for improvement and provide quality care and learning for 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. 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	EY396500
Local authority	Bexley
Inspection number	830729
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	25
Number of children on roll	32
Name of provider	Susan Olusola Ikpefuran
Date of previous inspection	09/12/2009
Telephone number	07956263531

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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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