

Smileys Before and After School Club and Nursery

St. Johns C of E CP School, Weston Road, STAFFORD, Staffordshire, ST16 3RL

Inspection date	11/12/2014
Previous inspection date	14/02/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 management and staff have a good understanding of how to support children's learning and development. As a result, teaching is strong and children's progress is good given their starting points.
- Strong emotional attachments are supported through the effective key-person system. Praise and good staff role modelling enhances children's good behaviour.
- Children's needs and interests are effectively identified through strong partnerships with parents and carers. Partnerships with other professionals and providers ensure children are effectively prepared for their move to school.
- All management, staff, parents and their children are included in the self-evaluation processes. As a result, improvements are identified to bring about effective changes for all children. Regular monitoring of all staff practice enhances and supports their performance. Safeguarding children is a priority within the setting.

It is not yet outstanding because

- Staff do not fully maximise children's physical development by providing wheeled equipment during their everyday outdoor play times.
- Staff do not always maximise children's interest in technology during their child-initiated play times.

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 looked at a range of documents, including attendance registers, risk assessments, self-evaluation records, the provider's improvement plan and evidence of suitability and qualifications.
- The inspector observed activities in the indoor and outdoor play areas.
- The inspector conducted a joint observation with the manager and held meetings with the manager, registered person and the staff at various times throughout the inspection.
- The inspector took account of the views of children and parents spoken to on the day and acknowledged a range of recorded statements.

Inspector

Mary Henderson

Full report

Information about the setting

Smileys Before and After School Club and Nursery was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is one of five provisions managed by Smileys Creche Limited. It operates from a mobile classroom in the grounds of St Johns C of E Primary School in Stafford. The setting serves the local area and has strong links with the school. The setting is accessible to all children and there is an enclosed area available for outdoor play. The club offers a breakfast club from 8am to 8.50am and an after school club from 3pm to 6pm. The nursery operates from 8.50am to 11.50am. Both services operate from Monday to Friday during term time only. There are currently 86 children attending; 21 of whom are within the early years age range. The setting provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting employs six members of childcare staff; all of whom hold appropriate early years qualifications at level 3.

What the setting needs to do to improve further

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

- increase opportunities for children to extend their already good physical development during outdoor play times, for example, by providing regular access to wheeled equipment, so that their physical skills are further maximised
- maximise opportunities for igniting and enhancing children's interest in technology during their self-initiated play, for example, by reorganising their access to technology resources throughout each session.

Inspection judgements

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

Children are progressing well towards the early learning goals. This is because the management and all staff have a secure understanding of the Early Years Foundation Stage learning and development requirements. They have a strong understanding of how to use a range of good teaching strategies and they have high expectations for all children. For example, the staff make sure they identify children's starting points and interests from the outset and that parents are fully included in this process at the time of entry. Good assessment of children's progress and effective monitoring of the educational programmes makes sure that children are continually tracked and that any gaps in their learning are closed. Good use is made of all areas of the setting to support the children's learning and development across all seven areas of learning. For example, during indoor child-initiated play times, children make their own choices from the resources and

activities around them. During these times, the staff support children by interacting positively with them, demonstrating how to do things and encouraging children to explore their own ideas. For instance, as children investigate melting ice cubes, the staff demonstrate how to pick these up using tongs because they are slippery. Children identify that some are melting and some are hard as they explore cause and effect. The staff make good use of such opportunities to weave in mathematical language as they ask which of the ice cubes are small, medium and large. Children use their imagination as they extend their own play. For example, they put on swimming goggles and use teapots to pour the ice cubes over the polar bears they are playing with. During circle time the staff support children's communication, language and literacy skills very well. For instance, children take it in turns to talk and listen to one another as they chat about their home life and talk about Christmas coming soon. Children identify their name on the registration board. Children's skills in literacy are further supported because the staff encourage them to have a go at writing their own name, praising them for their efforts. The children smile with confidence at their own achievements and show other members of staff their work, receiving further praise. This helps to build children's personal, social and emotional development over time. Children enjoy singing Christmas songs and giggle with their friends when they sing about Santa getting stuck down the chimney. The staff sit on the floor and enjoy books with the children, asking them questions and encouraging them to recall the story. Consequently, children's readiness for their move into the school environment is effectively supported. The staff provide a range of interesting resources to support children's interest in technology. This includes a toolbox with small video cameras, calculators, real keys, bolts and screws with a screwdriver and various real items, such as a satellite navigator they can take apart. However, this range of interesting resources is stored in a black box, under a table behind a board. Consequently, during their child-initiated play times, children are unaware these resources are available to play with. As a result, children's interest in technology and their free access to such resources is not maximised at all times by the staff.

The staff provide children with a range of outings to foster their ever changing interests. For example, children visit the zoo to find out about animals from around the world and they visit the local farm to find out about life on the farm. Here the children have a go at spinning some wool and seek out eggs in the chicken pen. They also enjoy feeding the lambs in the spring. As a result of such outings, children's exploration of the world around them is effectively enhanced. The staff take the children to the wooded area within the school grounds. Here, the children notice nature around them, build dens and use their imagination as they talk about the three bears and mix porridge concoctions. The staff also take children for listening walks around the school grounds. Here, children identify the sounds of birds, aeroplanes and the wind. Children's physical development is effectively supported as they use the outdoor play areas to explore a range of movements. They run around the play area chasing their friends, throw bean bags at the skittles and experiment as they role the ball down the play chute. However, children's access to outside equipment, such as tricycles and scooters, is less frequent. As a result, children's skills, such as continuous legwork and body coordination, are not fully maximised by the staff at all times.

The monitoring of the educational programmes is overseen by the management. As a result, any gaps in children's learning and development are identified and effectively

closed and intervention is sought where necessary. There are very good partnerships with the parents and carers. For example, parents and grandparents can attend a variety of stay and play sessions to find out how children learn from the activities provided. Additionally, the staff lay on evening sessions for parents where they are encouraged to play with the resources themselves so they build on first-hand experiences of how children learn and develop. This effectively supports parents and carers in continuing their child's learning at home.

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

The strong key-person system fosters children's sense of belonging in the setting and thereby their emotional well-being. As a result, strong attachments are built between the staff and the children they care for. The staff meaningfully praise children throughout the day and are positive role models. Consequently, children's behaviour is good and they are developing strong friendships. Children's move into the setting is good because the parents are encouraged to help settle them in. Children's move into school is also effectively supported. For example, the school reception teacher frequently visits to read books to the children so that they become familiar with her in readiness for the next phase in their learning.

Children's healthy lifestyle is fostered because they access fresh air in the outdoor areas each day. Additionally, children take risks in their play as they visit the local parks. Here they use a range of climbing equipment under close supervision of the staff. Children learn about the importance of their own personal safety. This is fostered through visitors, such as the police officers who talk to the children about safety. This helps to develop children's understanding of keeping safe.

Children wash their hands before eating and after visiting the toilet. They enjoy a healthy choice of snacks, which includes a variety of fruits. The staff talk to the children about a healthy diet so they are given positive messages about a healthy lifestyle. The staff encourage children to be independent during their snack times. For instance, children are encouraged to take it in turns to hand out the cups and plates, pour the drinks and cut up fruits for the whole group.

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

The management and staff have a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. For instance, the staff implement robust policies and procedures. They attend regular training on safeguarding children. As a result, the staff are aware of the possible signs or symptoms of abuse or neglect and what to do should they have any concerns. Additionally, the staff check all indoor and outdoor areas for any hazards before the children arrive. As a result, children's safety and well-being is prioritised. The recruitment procedures in place are robust and include an effective induction programme. The suitability of all staff to work with children is checked from the onset and on an ongoing basis. There is a well-qualified staff group who all hold early years qualifications. Children with special educational needs and/or disabilities and

those who speak English as an additional language are well supported by their key persons. Additionally, the staff are supported by the manager who completes special educational needs training. This helps her to work closely with children, parents and other professionals to identify any further support the family may need.

There are good monitoring systems in place to make sure the teaching and learning programmes are effective and that children's next steps in their learning are clearly identified. This ensures children's learning and development is fostered appropriately. Staff practice is observed and the management provides coaching and support when needed to make sure that children's needs are met. Staff attend a range of training provided by the local authority. For example, they have attended training on exploring personal, social and emotional development. Following this training, the staff have made improvements to the environment which includes a mood board showing various facial expressions. They have added a mirror to this to help children consider how they or their friends are feeling. This is further enhanced through discussions and stories about feelings. As a result, children's management of their own feelings and the consideration of the feelings of others is enhanced. Furthermore, the manager has attended Peer Observation training. This has improved her already high level of confidence in undertaking observations of staff's practice which are now recorded and more regular as a result. The continuing, targeted programme for the professional development of all staff ensures teaching is good. The self-evaluation processes in place include good input from the staff and the management, parents and their children. Additionally, teachers from the on-site school are also included in the process. As a result, children benefit from attending a setting that is consistently improving.

There are strong partnerships with parents, other providers and any other professionals involved. Consequently, children's individual needs are identified and effectively supported. Parents and their child's key person exchange two-way information about the child each day. Questionnaires are provided so that parents are encouraged to share their thoughts about the setting. Parents are provided with newsletters and there is an array of information about the Early Years Foundation Stage displayed for the parents. This keeps them fully informed about the service provided.

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	EY302516
Local authority	Staffordshire
Inspection number	938875
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	38
Number of children on roll	86
Name of provider	Smileys Creche Ltd
Date of previous inspection	14/02/2011
Telephone number	01785 251960 or 07530609856

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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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