

# Smiles Hinckley Parks

Mount Grace High School, Leicester Road, HINCKLEY, Leicestershire LE10 1LP



|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 24 October 2018 |
| Previous inspection date | Not applicable  |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | Previous inspection:    | Not applicable |          |
| Effectiveness of leadership and management                    |                         | Good           | 2        |
| Quality of teaching, learning and assessment                  |                         | Good           | 2        |
| Personal development, behaviour and welfare                   |                         | Good           | 2        |
| Outcomes for children   |                         | Not Applicable |          |

## Summary of key findings for parents

### The provision is good

- Children have positive relationships with the warm and caring staff team. They settle well and gain a positive sense of belonging. Children make friends easily and happily play with those who are older and younger than themselves.
- Staff provide a welcoming environment. They provide a good range of resources and equipment and encourage children to make their own choices and decisions. Children enter the club with enthusiasm and quickly become engaged in their chosen activities.
- Staff engage well with parents at collection times and share appropriate information with them. Parents are positive about the care their children receive.
- Staff ensure that children's safety is given high priority. The premises are safe and secure and children are well supervised.
- Staff support children's independence well. Children enjoy taking responsibilities for themselves and the club. They work well together to complete simple tasks, such as setting the table for snack and washing up afterwards.

### It is not yet outstanding because:

- Although staff have positive relationships with the host school, key persons, do not always gather enough information from teachers to help them further extend children's skills at the club.
- Methods of developing staff performance are not always thorough enough to provide less experienced staff with high levels of support in their professional development.

## What the setting needs to do to improve further

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

- strengthen methods to share information with teachers to help further complement and extend children's skills at the club
- develop more effective methods of supporting staff in their professional development.

### Inspection activities

- The inspector had a tour of the premises.
- The inspector observed play opportunities for children. She spoke to staff members and children at appropriate times during the inspection.
- The inspector spoke to a number of parents and took account of their views.
- The inspector held a meeting with the manager and looked at records and documentation, including evidence of the suitability of staff.

### Inspector

Claire Muddimer

## Inspection findings

### Effectiveness of leadership and management is good

The manager is well aware of her responsibilities and is passionate and committed to her role. She and the staff work well together as a team. They demonstrate a shared desire to provide good-quality care for children who attend the before- and after-school club. The manager and staff reflect on the activities that they provide and seek the views of both parents and children. The arrangements for safeguarding are effective. The manager and staff have a secure understanding of safeguarding procedures. They know how to recognise the signs of abuse and how to respond and report any concerns they may have about a child in their care. Effective procedures are in place to recruit and induct new staff safely and appropriately. Managers and staff carry out risk assessments regularly to ensure the environments that children use are safe and free from hazards. The manager liaises closely with school staff to ensure that the indoor and outdoor play areas are secure.

### Quality of teaching, learning and assessment is good

Children are happy, busy and well occupied at the club. They are involved in the planning of the play environment. This helps to ensure that the activities that they take part in are things that they enjoy and interest them. Children carefully use pens to colour in pictures and talk excitedly about how they are going to enter them into a colouring competition. Staff are deployed well and join in with children as they play. For example, as they play card and board games together and use small bricks to construct cars and buildings. Children shape dough into letters and use them to create words. They use tools to make patterns and shapes and their hands to model creatures. Children are articulate and engage in lively conversations with staff, their friends and visitors. They talk about their day, what they are doing and what they have planned for the rest of the week and the weekend.

### Personal development, behaviour and welfare are good

Children demonstrate that they feel secure in the club. They are relaxed and sociable and their behaviour is good. Staff praise children frequently, increasing their confidence. They encourage them to use good manners and consider the feelings of others. Staff provide children with a balance of foods, taking into account any specific dietary requirements. For example, on entry to the club children help themselves to fresh fruit. Later they prepare their own wraps with the fillings of their choosing. They understand the routine well and wash their hands before eating. Children help themselves to drinks whenever they are thirsty. Children have good opportunities to release energy and be physically active indoors and outdoors. They have good opportunities to use the school playground and school hall. Staff prepare team games and provide resources that encourage children to use their bodies in a variety of ways, such as running and jumping. Children who want to rest and relax are able to do so in a quiet comfy corner within the play room.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY536871  |
| <b>Local authority</b>                           | Leicestershire  |
| <b>Inspection number</b>                         | 10079399  |
| <b>Type of provision</b>                         | Out-of-school day care  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Childcare on non-domestic premises  |
| <b>Age range of children</b>                     | 4 - 11  |
| <b>Total number of places</b>                    | 30  |
| <b>Number of children on roll</b>                | 86  |
| <b>Name of registered person</b>                 | Palfreyman, Kelly Donna   |
| <b>Registered person unique reference number</b> | RP908739  |
| <b>Date of previous inspection</b>               | Not applicable  |
| <b>Telephone number</b>                          | 07825773307   |

Smiles Hinckley Parks registered in 2016. A team of four staff are employed to work with the children, of whom two are qualified at level 3. The club is open Monday to Friday during term-time, from 7.30am to 9am and from 3pm to 6pm.

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