

# Inspection of Smylers Preschool/Wraparound

St. Lukes C of E Cp School, Pepper Street, Silverdale, NEWCASTLE, Staffordshire  
ST5 6QJ

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Inspection date: 4 November 2021

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are welcomed into the setting by the provider and her friendly staff team, who greet each child and their parent and/or carer individually at the entrance. It is clear that staff have friendly and caring relationships with children and know them and their families well. This means that children are happy, secure and eager to learn and explore. Children use the skills they are learning in letter recognition, as they find their own names for self-registration. Circle time is used for children to say hello to each other and staff. They talk about their feelings using 'Gerry Giraffe'. If they feel sad, children squeeze him to make them feel better.

A wide range of activities are available for children, which ignites their thirst for learning. Children enjoy making 'firework' pictures using a variety of paints and glitter. They talk about the noise they make and ask how they are made. Staff skilfully interact with the children, reminding them of the importance of being safe with fireworks.

Children behave well. They enjoy helping each other and celebrate each other's success, clapping enthusiastically when friends show off new skills, such as standing on one leg for a long time. Children who have learned their shapes help those who are still developing this knowledge. They direct them to post the correct shape in the 'monster's mouth' on an interactive game, naming the shapes as they do.

## **What does the early years setting do well and what does it need to do better?**

- The provider and staff team place importance on children becoming early, confident and effective communicators. They have introduced a 'magic stone'. While holding the stone, it gives children confidence to talk in front of their peers. Children are learning to be respectful to each other as they listen and value what their friends say.
- Staff have high expectations for all children. Children with special educational needs and/or disabilities get the additional help they need. As a result, they thrive. The provider and staff support parents with referrals and liaise with other professionals involved in the child's care. They incorporate specific targets for children to help support them with their learning.
- Robust health and hygiene practises are in place. Children sanitise their hands on arrival. Regular hand washing takes place. They sing songs about washing their hands and explain they need to wash the germs away. Children benefit from healthy snacks. They talk about the milk they drink and that it is good for their bones and teeth, as it contains calcium. Good oral hygiene is promoted. Children are asked who brushed their teeth that morning and why they need to.
- The provider ensures staff have access to continuous professional development.

Online training is available, as well as access to some training which takes place at school. Recently staff underwent training in autism spectrum disorder. This knowledge is used to support children at the setting. The provider has attended training on how to support families, and home visits are available for parents who want this help.

- The provider and staff implement a well-thought-out curriculum. Children's individual learning needs are planned for using their interests. Each child has a focus week where their progress is reviewed. Staff share this with parents beforehand, so they can input into their child's learning. Following COVID-19 pandemic restrictions being eased, parents are once again invited into the setting for meetings about their children's progress.
- Children take part in many different activities throughout their day at pre-school. This is mixed with nursery routines, such as tidying away, sitting down waiting to wash hands or waiting for tables to be cleaned, wiped and set up with activities again. However, on occasion, the nursery routines, sometimes, interrupt the child's own learning or leads to a child not accessing an activity they want.
- Relationships with parents are strong. Parents report that they think the staff are 'fantastic' and 'go above and beyond'. They enjoy the newsletters and being kept up to date on a digital app. They especially like their children bringing reading books home with a record to support their literacy skills at home.
- There are strong links with the school. The provider and staff following the same teaching methods for reading and writing as the school. Transitions are managed very well. Children visit their class and the teacher comes into the pre-school. Children are acquiring the skills required for their next stage of learning and move to school.
- Children enjoy spending time indoors and outdoors. They enjoy using their investigatory skills. They hunt for hidden pirate treasure in the sand pit and make telescopes to look for other pirates. However, staff do not always provide enough opportunities for children to use their investigating skills through trial and error.

## Safeguarding

The arrangements for safeguarding are effective.

The provider and staff complete regular safeguarding training, which helps them identify children who may be at risk of harm. All staff demonstrate a robust knowledge and understanding of the procedures to follow, to report any concerns they may have about children in their care. The provider has completed training to help her offer support to those families in need and home visits can be completed to help them. The premises are secure and have added security of being on a school site as the main gates are always locked. The provider follows safer recruitment procedures and completes regular checks of staff continued suitability to ensure children's safety.

## What does the setting need to do to improve?

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

- review the organisation of daily routines so they do not have an impact on children's individual learning
- provide more opportunities to further enhance children's investigatory skills.

## Setting details

<b>Unique reference number</b>	EY451573
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10213214
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Smy, Diane
<b>Registered person unique reference number</b>	RP513108
<b>Telephone number</b>	01782 973870 or 01782 973866
<b>Date of previous inspection</b>	3 March 2017

## Information about this early years setting

Smylers Preschool/Wraparound registered in 2012. It is situated within St. Luke's Church of England County Primary School in Staffordshire. The nursery employs seven members of childcare staff. Of these, two hold a level 6 qualification, one holds a level 3 qualification, three hold level 2 qualifications and one is unqualified. The nursery opens Monday to Friday, from 7.30am until 6pm, during term time. During school holidays there is a holiday club which opens from 8.30am to 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Johanna Holt

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The provider and inspector completed a learning walk together and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting and talked to staff at appropriate times during the inspection and took account of their views
- A joint observation was completed with the provider. The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation, which included safeguarding and child protection policies and accident and injury records. She also reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection 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.

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