

Inspection of All Smiles Pre-School

Rose Hill Church, Westbourne Avenue, Bolton BL3 2JZ

Inspection date: 12 October 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive eagerly to nursery and explore all areas of the well-organised learning environment. They engage for long periods of time in stimulating activities which support their individual learning needs. Children are extremely well behaved and have formed exceptional relationships with the caring staff. Children are wonderfully kind to staff and to one another. They can tell visitors what they are learning, and what they are good at, with confidence and pride.

Pre-school children concentrate hard as they learn to master the use of scissors. They do not give up when the task becomes challenging. Instead, they persevere until they can cut paper independently. Younger children giggle with delight as they stir flour into fresh gloop and exclaim over the heavy weight of turnips and squash. Outside in the extensive play area, children benefit from the chance to develop their muscles and coordination. They run, jump and climb, shouting happily to one another as they play. Children squeal with delight as they join in a racing game on the grass.

Staff have high expectations for all children and know the children very well. The support for children with special educational needs and/or disabilities is extremely good. Well-trained and qualified staff are quick to identify children's emerging needs and make swift referrals for support. This means that all children make very good progress in all areas.

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

- Leaders and staff have a clear shared vision of the curriculum intent which focuses on communication and language as well as personal, social and emotional development. The learning environments are rich in language. Staff take every chance to introduce new words to children to support and extend their learning. They talk to children clearly and give them time to think and respond. As a result, children feel that what they have to say is valued. They become confident communicators.
- Leaders ensure that staff are supported through regular supervision and appraisal meetings. The manager can accurately identify strengths and areas for improvement in staff's teaching. She ensures all staff have access to high-quality training and holds their well-being in high regard. She ensures that staff continually assess what children know and what they need to learn next. This means that children at this setting make very good progress.
- Teaching of the British values of diversity and equality is strong at this vibrant and inclusive setting. Children learn about different cultures and join in the celebrations from different faiths. They listen to visitors talk about their lives and jobs. Children sing songs and read stories about people from all over the world.

As a result, children at this setting learn about tolerance and acceptance.

- Parent partnerships are extremely strong at this warm and friendly setting. Parents comment that this setting is the 'very best'. They are full of praise for staff who work hard to ensure that new children settle quickly. Parents particularly value strong lines of communication and information sharing, which means they feel included in their child's learning.
- Children learn to be independent at this setting. They put on their own coats and wipe their own noses. They take care of their own hygiene needs when they wash and dry their hands by themselves. At snack time, they serve themselves. As they prepare crackers and fruit, they use appropriate knives to spread butter and cut slices of apple. Staff seize upon the chance to introduce words such as 'spreading' and 'pushing' when describing the children's actions. Children happily repeat the words and go on to use them in their own speech.
- Leaders and staff teach children how to keep themselves safe and healthy. They teach children about road safety and how to spot dangers in the home. Children learn about foods that are healthy, such as wholemeal bread. However, some children bring drinks from home which are high in sugar, such as fruit juices and cordials. This does not consistently promote the good oral health of children. Despite this, staff do support children to brush their teeth after lunch.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have excellent knowledge of how to safeguard the children in their care. All staff have received appropriate training. They display secure knowledge of what to do if they have a concern about a child or a colleague and know who they should report it to. Staff confidently recognise the signs and symptoms which may indicate a child is at risk of harm. They have regard for the 'Prevent' duty. The manager ensures that new staff are safely recruited through a rigorous vetting system. This helps to keep children safe.

What does the setting need to do to improve?

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

- strengthen practice with parents to promote good standards of oral health by developing clear expectations around healthy food and drink choices for children's packed lunches.

Setting details

Unique reference number	2590850
Local authority	Bolton
Inspection number	10249164
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	26
Name of registered person	All Smiles Pre-School Ltd
Registered person unique reference number	2590851
Telephone number	07851491753
Date of previous inspection	Not applicable

Information about this early years setting

All Smiles Pre-School registered in 2020. The nursery employs five members of childcare staff. Of these, one holds a level 5 qualification and four hold level 3 qualifications. The nursery operates from Monday to Friday, term time only. Sessions are from 8.30am to 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Caroline Morton

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.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The manager and inspector completed a joint evaluation of an activity.
- The inspector reviewed a variety of documents, including evidence of the suitability of staff, qualifications and first-aid certificates.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.
- Discussions were held with the provider, staff, parents and children at appropriate times throughout the inspection.

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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