

# Smarties Pre School and Out of School Club

The Community Building, Steeple Morden CofE Primary School, 7 Hay Street, Steeple Morden, Royston, Hertfordshire, SG8 0PD

<b>Inspection date</b>	15/01/2015
Previous inspection date	07/12/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Educational programmes are varied, building on what children know and can do. Practitioners use effective teaching and assessment to promote children's good progress towards the early learning goals.
- The provision of outdoor learning of equal quality and variety to that provided inside supports individual children's preferred learning styles effectively.
- Children and the practitioners have strong bonds. Children's emotional well-being is fostered well, because each key person works with parents to plan effectively for children's care.
- Managers have organised systems to ensure they meet all of the requirements for safeguarding and welfare and that they fulfil their duty to safeguard children.

### It is not yet outstanding because

- Practitioners are not always successful enough in getting all parents to share children's achievement; this delays the setting of next steps for some children when they first attend.
- Managers have not yet embedded the monitoring of vulnerable groups to identify trends and establish how to improve the provision for these children quickly.

## 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 activities in the community room, the outdoor area and conducted a joint observation with the deputy manager.
- The inspector, practitioners, committee chairperson and children had wide ranging discussions at appropriate times during the inspection.
- The inspector looked at documentation related to the management of the setting, including safeguarding procedures, children's progress and self-evaluation.
- The inspector took account of the views of parents spoken to at the inspection.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children and the suitability of committee members.

## Inspector

Alison Reeves

## Full report

### Information about the setting

Smarties Pre-School and Out of School Club was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises at Steeple Morden Primary School and is managed by a voluntary committee. Smarties serves the local area and is accessible to all children. It operates from the community rooms and there is an enclosed area available for outdoor play. Smarties employs 14 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 and one has Qualified Teacher Status. Smarties opens from Monday to Friday throughout the year. Sessions at the pre-school during term time are from 9am until 3pm. The out of school club operates each morning from 7.45am until 8.50 and after school from 3.10pm until 6pm. In the school holidays sessions are from 8.30am until 6pm. Children attend for a variety of sessions. There are 163 children on roll, of whom 44 are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children.

### What the setting needs to do to improve further

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

- review and enhance systems for gathering information from parents about children's starting points at the earliest opportunity to enable key persons to plan for children's next steps in learning as soon as possible
- embed the process of monitoring children's progress, particularly vulnerable groups, to help identify trends and patterns in learning and use this information to shape planning.

## Inspection judgements

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

Practitioners have a secure foundation in teaching. Their good understanding of the learning and development requirements means they provide a broad range of stimulating activities to suit the varied stages and interests of the children attending. Practitioners frequently observe children to help establish their starting points and their ongoing progress across all of the areas of learning. They make sure each individual child is progressing well towards the early learning goals in readiness for the next stage in their education. Practitioners seek information from parents about children's achievements; however, they are not always successful in getting all parents to share what they know about their children when they first attend and this hampers practitioners' early planning for individuals.

Children benefit from learning in an environment that suits them. Practitioners offer the classroom outdoors and plan a full programme of educational opportunities for children both inside and out. This means they can choose where they want to learn. Children make up exciting stories using the cars, coloured sand and long lengths of pipe. Children describe the colour, texture and temperature of the sand. They understand that it is cool, because of the cold air outside and they liken it to snow. Children show their understanding of speed as they let the cars run down the pipe. They use a variety of mathematical language in their play. They are good at solving problems, working out that making the pipe incline more steeply will make the cars travel faster.

Children are developing their communication and language skills quickly, because practitioners make this a focus of their teaching. Children listen attentively during group activities and there are plenty of purposeful conversations between children and practitioners. Children are equally interested in early reading and writing. Many recognise their name and use the cards confidently as they register themselves, and as part of snack time routine. Children begin to use their early writing skills, attributing meaning to the marks they make when labelling their drawings. Older children learn to write their names and to make useful connections between letters and sounds, which will support them in their learning in school. Children are very imaginative; they enjoy pretend play and have plenty of useful resources to support them with this. Creative activities allow children to explore their imagination further. Practitioners are skilled in questioning to help children explain what they are doing and to make connections between what is happening and their previous experiences. This in turn helps children to make sense of the world they live in.

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

Practitioners and families have good relationships. Practitioners are approachable and parents have a lot of confidence in the ability of the team to provide a secure and nurturing environment for their children. Practitioners fulfil their role as key persons effectively. They spend time with families and make themselves available each day to talk. This helps families feel comfortable in the setting. The trusting relationships contribute significantly to children's sense of emotional well-being.

Children behave well. Practitioners at all sessions consistently reinforce their expectations and the boundaries. This means children learn to cooperate, share, to be polite to others and to act responsibly. Children develop their independence as they put on their coats to go outside, help to prepare the snack and wash their hands before eating. They understand the importance of a healthy lifestyle. Practitioners help children to learn about the effects of exercise on the body when they go for a power walk and when they warm up with running and stretches before trying out some yoga positions. Practitioners expertly guide children and they easily explain how their heart beats faster when they have been moving quickly. Children eat healthy snacks and help to prepare these. They show tremendous perseverance as they peel the large oranges, removing the skin and placing the segments on the plate ready to share. Children show good physical skills and dexterity.

Children are learning to assess risks and take steps to protect themselves. In the outdoor area, children use the equipment with care. They carry the wood carefully, manoeuvring it into position as they make a structure. When out walking, practitioners help children to learn about the dangers from traffic and the importance of staying on the pavement. Children are confident and independent, because practitioners consistently provide opportunities and encouragement for children to try things for themselves. Children feel competent and capable, which helps to prepare them for their future learning.

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

Practitioners at the setting have a good understanding of the Early Years Foundation Stage. They effectively fulfil their responsibility for meeting all of the safeguarding and welfare requirements. Practitioners' knowledge of child protection is strong. Managers at the setting use induction coaching and team meetings to ensure all practitioners understand and implement the robust safeguarding procedures. All practitioners attend regular training to keep their knowledge and skills up to date. Thorough checks on practitioners and the committee help to ensure their suitability. Practitioners implement their process for identifying visitors, supervising them within the setting and making sure they are clear about the relevant policies and expected conduct extremely well. This further safeguards the children. Practitioners work together very effectively making sure the setting is safe and secure with regular checks carried out on the areas and resources that the children use. Practitioners are conscious of children's whereabouts and deploy themselves appropriately to ensure safety and effective teaching.

Managers monitor the educational programme closely, checking they are covering all the areas of learning appropriately and considering individual children's needs. They evaluate the success of activities in order to identify aspects that they can improve upon. The managers have not embedded the monitoring of groups of children to identify trends related to specific vulnerable groups, where early interventions of support are most likely. Managers do, however, monitor each individual child's progress and therefore make sure each one is achieving and moving towards the early learning goals. The team regularly reflects on their practice, setting themselves appropriately challenging and achievable targets. They are successful in gathering the views of parents, children and school staff, which helps them to shape their service. Practitioners running the different sessions offered by the setting are working successfully together to provide a seamless service for families and to ensure all those working with the children have the necessary training. Practitioners are qualified and this means they have the skills to deliver good quality teaching. This has a positive impact on children's learning.

Practitioners work hard to establish and maintain successful partnerships with other professionals. This means they can obtain the advice and guidance they need to support the children and their families. The very successful partnerships with school staff are helping practitioners to support children more effectively in their move to the reception class. The team have effective relationships with parents, particularly in relation to children's care. They are successful in sharing information particularly when children are settled and established in the setting. Parents express their complete satisfaction with the

practitioners, the learning environment and activities, and the good progress their children are making.

### **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

<b>Unique reference number</b>	EY434661
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	853555
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	163
<b>Name of provider</b>	Smarties Pre-School and Out of School Club Committee
<b>Date of previous inspection</b>	07/12/2011
<b>Telephone number</b>	07952100208

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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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