

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

Inspection date 28 September 2017
Previous inspection date 2 May 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff teaching skills are variable. Not all staff have the confidence to engage children in purposeful and challenging experiences that support their interests and promote good progress in their learning.
- Staff are not effective enough in making good use of what they know about children's capabilities. Assessments are not yet regular or precise. In some instances, children do not have their development reviewed frequently enough to ensure they are meeting their milestones.
- Staff do not plan the environment well enough so that children are motivated to learn and have good opportunities to demonstrate their independence.

It has the following strengths

- Staff have vastly improved the partnerships with parents. Parents report a good two-way flow of information and warmly praise staff for their supportive and approachable attitudes. Parents' views have been sought to help with the self-evaluation process.
- Managers and staff have benefitted from training in safeguarding. They have improved their understanding of the local child protection procedures that help to keep children safe from harm.
- Children are taught the benefits of having a healthy lifestyle. They learn to make nutritious food choices and have daily opportunities for exercise, indoors and outside.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ support staff to raise their teaching skills, and the outcomes for children, to a consistently good level	13/10/2017
■ ensure children's progress is accurately and regularly assessed and used effectively to plan challenging experiences that help them to make at least good progress in their learning.	13/10/2017

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

- improve the environment indoors and outside to help children to more easily make independent choices about what they want to play with and enhance their motivation to learn.

Inspection activities

- The inspector spoke to staff and children during the inspection. She completed a joint observation with the deputy manager and assessed the quality of teaching and children's learning.
- The inspector looked at the areas of the premises used by the children and the resources available to them.
- A range of documentation was looked at, including evidence of staff and committee suitability, the improvement plan and children's records.
- The inspector spoke to a number of parents on the day and looked at written comments and the results of a parent survey.
- Discussions about management processes were held with the acting manager, the deputy manager and representatives of the management committee and the local authority.

Inspector

Veronica Sharpe

Inspection findings

Effectiveness of the leadership and management requires improvement

Since the last inspection staff have benefited from regular supervision meetings and have attended some training. However, the provider's capacity to improve all aspects of the provision has been hindered by staff changes and absences. The quality of teaching, and children's learning, is not consistently good. Links with other settings the children attend have been developed to support continuity of care and learning. Partnerships with schools are effective in helping children to move into Reception classes. Managers are beginning to monitor how additional funding is spent to assist disadvantaged children. Safeguarding is effective. All necessary suitability checks have been completed on committee members and Ofsted has been appropriately informed of any changes. Staff supervise the children well and ensure they play in a safe and secure environment.

Quality of teaching, learning and assessment requires improvement

Some staff show good teaching skills. They understand how to hold children's attention at group story time and help children to organise an enjoyable treasure hunt in the garden. Children are taught that apples can be quartered or halved and help to count the portions. However, overall, the quality of teaching is inconsistent. Staff do not always recognise opportunities to support and engage children during their play and enhance their learning and enjoyment. Staff now complete the required progress checks when children are aged two, but other assessments of children's progress are, in some cases, irregular. In particular, staff are not clear how well children who experience delay in their learning are catching up with their peers.

Personal development, behaviour and welfare require improvement

Staff do not give enough thought to the organisation of the learning environment to help children make independent decisions about their play. Untidy and incomplete resources occasionally demotivate the children and they cannot always access what they need. Children are not consistently encouraged to put away toys they have used. That being said, older children understand hygiene routines and all children help to prepare their food and clear away afterwards. Children develop positive relationships with staff. They invite staff to join in their games and show affection for them. Information is gathered from parents when new children start to help staff meet their individual care needs. Staff teach children to take turns and share their toys. Older school children develop their own rules and boundaries and play together harmoniously.

Outcomes for children require improvement

Children gain the basic skills they need for the next stage of their learning; however, not all make enough progress in their development. Nonetheless, children have confident social skills. They talk readily to unknown adults and are keen to share their opinions. Some children mark their names on artwork and can find their name cards for self-registration. Children enjoy exploring different textures and materials as, for example, they play in the mud kitchen.

Setting details

Unique reference number	EY434661
Local authority	Cambridgeshire
Inspection number	1099457
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	24
Number of children on roll	60
Name of registered person	Smarties Pre-School and Out of School Club Committee
Registered person unique reference number	RP517200
Date of previous inspection	2 May 2017
Telephone number	01763852888

Smarties Pre School and Out of School Club registered in 2011 and is a registered charity managed by a voluntary committee. The setting employs eight members of childcare staff. Of these, five hold appropriate early years or playwork qualifications at level 3. The pre-school opens from 9am until 3pm, Monday to Friday, during term time. The out-of-school club operates each weekday from 7.45am until 9am and 3pm until 6pm, during school term time. In the school holidays sessions are from 8.30am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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