

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	12 September 2018
Previous inspection date	28 September 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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		Good	2

Summary of key findings for parents

The provision is good

- Since the last inspection the management committee, manager and staff have successfully addressed the issues raised at the last inspection. Positive changes have been made to the environment, teaching has improved and policies and procedures have been reviewed. This means children receive good-quality care and learning experiences.
- Staff know the children well and plan interesting learning experiences. Reviews of children's progress successfully support staff to move children on in their learning. Through a combination of informal conversations and access to the children's online assessment records, parents are well informed about their child's progress and attainments.
- Children are treated with respect and benefit from the staff's gentle and caring approach towards them. This particularly supports younger children's emotional development who are new to the group.
- A welcoming and friendly atmosphere greets all children and their families. Parents comment positively about the effectiveness of the key-person system, the friendly staff and the progress their children make.

It is not yet outstanding because:

- On occasions, staff overlook opportunities to ask more confident children questions that help to extend and challenge their knowledge and skills.
- Although supervision procedures regularly take place these are not yet sharply focused on raising the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- help staff to consistently extend and challenge more confident children's developing knowledge and skills
- improve ongoing performance of staff so that they are fully supported to enhance their teachings skills to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and nominated individual of the pre-school committee. She looked at relevant documentation, such as the pre-school self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector considered the views of parents in discussion during the inspection.

Inspector
Ann Austen

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The management team and staff have a secure understanding of how to keep children safe and promote their well-being. They confidentially identify the signs of abuse and know the procedures to follow in the event of a concern. Appropriate risk assessment procedures and effective staff deployment contribute to children's safety being maintained. Recruitment and induction procedures ensure the management committee and staff are suitable for their designated roles and understand their responsibilities. The manager is consistently monitoring the effectiveness of the pre-school, and is continuing to embed supervision procedures. Clear processes are in place to monitor children's progress. This helps staff address any gaps in children's learning in a timely manner.

Quality of teaching, learning and assessment is good

Children build close relationships with the staff and welcome staff interactions as they play. Staff successfully promote children's language and literacy skills. They use props and animated voices to retell familiar stories, which captivates the children's interest. They encourage children to count objects and effectively incorporate mathematical concepts, such as big, medium and small as the children play. Older children successfully match the correct sized cutlery to appropriately sized bowls. They smile and clap demonstrating pride in their achievements. Children use tools, such as paintbrushes and scissors with growing confidence. They are supported by staff to use their imaginations as they play. Children pretend dough is mashed potato and create forests by pressing twigs and acorns into dough.

Personal development, behaviour and welfare are good

The collaborative approach between staff and parents contributes to children's feelings of well-being and belonging to the group. Staff value information from home which helps to continue to meet children's specific needs. Staff are good role models for children. They provide a calm and consistent approach when managing children's behaviour. This supports children to understand what is expected of them. As a result, children are learning to listen and follow instructions. Children enjoy daily fresh air. They develop their physical skills as they eagerly use tools to fill the wheelbarrow with mud. Friendships are formed as other children offer to help by filling the watering can with water. Staff provide nutritious snacks for the children and support them to learn where food come from. For example, children learn that cows produce milk and enthusiastically proceed to 'moo' like a cow.

Outcomes for children are good

Children make good progress from their individual starting points and capabilities. Staff prepare children with the skills they need to eventually move on to school. Children are developing their personal independence well. They decide what resources and activities they would like to play with and complete simple tasks for themselves. Older children communicate with growing confidence and eagerly share their views and news. They anticipate words and phrases in favourite stories.

Setting details

Unique reference number	EY434661
Local authority	Cambridgeshire
Inspection number	10061134
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	24
Number of children on roll	19
Name of registered person	Smarties Pre-School and Out of School Club Committee
Registered person unique reference number	RP517200
Date of previous inspection	28 September 2017
Telephone number	01763852888

Smarties Pre School and Out of School Club registered in 2011. The nursery employs six members of childcare staff. Of these, five members of staff hold appropriate early years qualifications at level 2 and above. The pre-school opens from Monday to Friday term time only. Sessions are between 9am until 3pm. The after-school club operates from 7.45am until 8.50am and from 3.15pm to 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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