

# Smarties Pre-School

Inspection report for early years provision

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**Unique reference number** 218223  
**Inspection date** 09/12/2009  
**Inspector** Mary Anne Henderson

**Setting address** Norton Canes Community Centre, Brownhills Road, Norton Canes, Cannock, Staffordshire, WS11 9SF  
**Telephone number** 07971 394974 Mobile  
**Email**  
**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Smarties Pre-School group opened in 1998. It operates from the main hall in the Norton Canes Community Centre. A maximum of 32 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:15am to 12:30pm term-time only.

There are currently 45 children on roll. Of these, 32 children receive funding for early years education. The group supports children with special educational needs and/or disabilities.

The pre-school employs six members of staff. Of these, four hold appropriate early years qualifications and one member of staff is working towards an early years qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The management and staff work very closely together to ensure positive relationships are well fostered with all parents and carers and the children. They also liaise very well with other providers of the Early Years Foundation Stage (EYFS) thereby promoting inclusion for all children on roll. The indoor and outdoor areas provide a very good range of opportunities to extend children's learning across all areas of their development. There are systems in place to evaluate the setting which includes input from management, staff and children. However, systems to fully include all the parents are less effective. Also, risk assessment systems with regard to minimising the risk of infection are not always fully effective at all times. The capacity to make further improvement is strong.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- ensure risk assessments include anything that a child may come into contact with, this specifically relates to minimising the risk of infection
- ensure all parents are meaningfully included in the self-evaluation procedures of the setting.

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

The leadership and management of the nursery is good. Staff are warm and caring towards the children and they are knowledgeable and work hard to ensure good outcomes for all children on roll. They also liaise closely with other providers of the Early Years Foundation Stage (EYFS) which ensures inclusion for all children on roll. The risk assessment procedures are good and keep children safe. However,

the risk assessment systems do not always fully identify all risks to children's health with regard to cross infection, for example, children's access to the toilet brushes. The risk assessment procedures includes all outings involving the children. The children are effectively safeguarded because all staff have a good understanding of the procedures to be followed with regard to protecting children. All staff are suitably checked and vetted.

The staff support children with special educational needs and/or disabilities and those children who speak English as an additional language. For example, they work closely with the parents and other professionals to ensure children's needs are fully identified and met. Equality of opportunity is fostered well by the staff because they ensure all children are fully included in the activities at all times. Systems in place to self-evaluate ensures input from the management, staff and the children. However, the systems do not yet fully include all parents. The capacity to make further improvement on an ongoing basis is strong. Embedding ambition is a key focus of the management to ensure continually good outcomes for the children.

Engagement with parents is good. The parents have free access to their child's learning and development files at all times which provides parents with information about their child's ongoing developmental progression. Daily verbal exchanges of information between the parents and the child's key worker ensures children's needs are continually identified and met. The parents have free access to the setting's policies and procedures at all times.

## **The quality and standards of the early years provision and outcomes for children**

The children are beginning to recognise the importance of keeping healthy and those things that contribute to this. They access drinking water and enjoy a range of healthy snacks including fruit and crackers. Children have lots of opportunities to be spontaneously active every day. During child-initiated play times children can choose to move between the indoor and outdoor areas riding their trikes and scooters, playing bat and ball games or involving themselves in digging activities in the garden. This fosters their independence very well. Children also enjoy planned physical exercise as staff encourage them to dance around the hall to music and to notice how their heart and lungs feel afterwards. The children independently wash their hands after outdoor play and before they eat and the staff talk to them about the importance of washing the germs off their hands after visiting the toilet. Children are beginning to learn about personal safety. The staff provide them with a range of activities to encourage them to be aware of hazards such as walking on ice and touching fireworks. The children also enjoy having visitors to the setting such as the fire service officers and community police officers who read stories and talk to the children about keeping themselves safe. The staff extend this learning by talking to the children about how to use the zebra crossings. Children are regularly involved in the fire evacuation procedures of the setting. Children of all ages show a sense of feeling safe. They are confident and independently approach the staff when they need assistance or comfort. Young children new to the setting are supervised closely to ensure they feel cared for and secure.

The staff provide children with a range of activities to help them explore their environment, identify features and notice the natural world. The children like to dig in the soil looking for worms and mini beasts and talk to each other about their findings. They like to plant potatoes, sunflowers and seeds watching them grow and change over time. To help children further develop their interest about the world around them visitors are invited into the setting to talk to the children. This includes the street warden who talks to the children about litter and the benefits of recycling which promotes children's skills for the future. The dental nurse also visits the setting to show the children how to care for their teeth properly thereby further promoting their health. Children are beginning to form close relationships with their peers and the adults around them. They have a high regard for one another and enjoy receiving praise, stickers and medals as reward for their kindness to others and for their good behaviour and achievements.

Children are beginning to use technology to support their learning. They enjoy using play tills and telephones during imaginary play and they like to use the digital camera taking photographs of their peers and displaying these on the digital photograph frames for children and parents to enjoy. Children are very confident and enjoy taking it in turns to sing to everyone using the microphone and loud speakers as they stand on the village hall stage. They enjoy using table top computers using a range of programmes which supports their problem solving skills. Their problem solving skills are further developed as they say and use numbers in familiar contexts and count and recognise numbers. For example, during their café style snack time they count how many children are at the table and how many cups and plates are needed. They also explore simple addition and subtraction concepts as they work out what one more and one less would be.

Children explore colour, texture, shape and form in two and three dimensions. Parents provide the pre-school with a range of resources to explore such as shaving foam bubble bath and cereal. The children use these mixing them together to make messy pies during creative activities noticing how they smell and feel. Children also explore gloop noticing how this feels in their hands and talking about how it smells. The children help themselves to a broad range of resources such as pencils to make pictures and paintbrushes to paint pictures to take home or display. This fosters their sense of belonging.

The children are beginning to understand that people have different needs, views, cultures and beliefs. They enjoy dressing up in sari's and other traditional clothes and using the wok in the home corner. They also enjoy playing with a range of dolls and small world people and reading story and reference books which depict positive images of culture, religion and disabled people. The children enjoy exploring a range of festivals throughout the year. They like to make three dimensional models such as candles during Divali and cut up carrots and sweet potatoes to make curry. During Burns Night celebrations the children eat haggis and dress up in tartan clothes for the day. Children also explore festivals through stories and activities such as painting and moulding curry flavoured play dough.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met