



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 218223

DfES Number: 539825

### INSPECTION DETAILS

Inspection Date 15/07/2003  
Inspector Name Elaine Poulton

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name SMARTIES PRE - SCHOOL - VAR  
Setting Address NORTON CANES COMMUNITY CENTRE  
BROWNHILLS ROAD,NORTON CANES  
WALSALL  
STAFFORDSHIRE

### REGISTERED PROVIDER DETAILS

Name The partnership of Karen Sheehy and Patricia Wright

### ORGANISATION DETAILS

Name Karen Sheehy and Patricia Wright  
Address 11 Westbrook Avenue  
Walsall  
West Midlands  
WS9 0BZ

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Smarties Pre-School group opened in 1998. It operates from the main hall in the Norton Canes Community Centre. The pre-school group serves the local area.

There are currently 65 children from 2 to 5 years on roll. This includes 18 funded three year olds. Children attend a variety of sessions. The group supports children with special needs and children who speak English as an additional language.

The group opens five days a week during school term time. Sessions are from 09:30 until 12:00.

Seven part time staff work with the children. Three have early years qualifications and three staff are currently on training programmes. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership. The group is also working toward the Pre-school Learning Alliance Accreditation Scheme.

### How good is the Day Care?

Smarties pre-school group provides good quality care for children.

Staff have good knowledge of the National Standards and they understand how to interpret them in the best interests of the children. Staff are supported and encouraged to attend appropriate training and are committed to developing their skills and knowledge. There are relevant policies and procedures in place which ensures effective operation.

The group is well organised, the space and the resources are used imaginatively to create a safe, stimulating environment for the children. However some hazards to children need to be minimised. There are a good range of play activities which develop the children's knowledge and understanding.

Good behaviour is encouraged and rewarded. The management of children's behaviour is consistent with policy however any incident of physical intervention also

needs to be recorded and the parent informed.

Children are encouraged to develop their independence however some opportunities are missed.

There are good relationships with parents. Parents are well informed through relevant policies and procedures and written information. Information is shared with parents on a daily basis.

#### **What has improved since the last inspection?**

Not applicable, as there were no actions raised at the previous inspection.

#### **What is being done well?**

- Good activity planning allows for very creative play opportunities. Staff are interested in what children say and do and provide them with a supportive play environment.
- Child protection procedures are fully understood which helps to protect children.
- Children's behaviour is effectively managed through good interaction by staff. Children relate well to one another and begin to understand the consequences of their behaviour.
- Parents are listened to and are well informed about the provision and their children's progress.

#### **What needs to be improved?**

- safety, to ensure hazards to children are minimised;
- the recording, of any physical intervention that is used and the information to the parent.

#### **Outcome of the inspection**

Good

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

## WHAT NEEDS TO BE DONE NEXT?

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
6	ensure hazards to children on the premises are minimised;
11	ensure any incident of physical restraint is recorded and the parent informed.
3	encourage children to develop their independence;

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Smarties pre-school offers good quality provision overall which helps children to make generally good progress towards the early learning goals, in all areas of learning.

Teaching is generally good and staff plan a variety of activities to promote learning for the children. Regular and detailed observations and assessments help staff plan for each child's individual needs. Information is used to see what the children already know and can achieve and how they can progress. However, staff need to provide children with more opportunities to write for a purpose as they play and extend their learning, especially in imaginative play.

Children behave and respond well to the high expectations, encouragement and support of staff, although staff need to be consistent with the consequences of children's inappropriate behaviour. Children with special educational needs are effectively supported by staff.

Leadership and management is very good and the playgroup benefit from having staff who are committed to furthering their own development and learning through regular training. Staff are valued through positive leadership and are encouraged to share ideas for planning.

Partnership with parents is very good and the playgroup actively encourages parents to participate and be involved in their child's learning. Parents regularly share information about their child with staff which contributes to their progress. Regular information on the notice board ensures parents are well informed about themes, topic work and the curriculum.

### What is being done well?

- Children are interested to learn and have a positive approach to activities enabling them to make progress and build on knowledge already acquired.
- Staff plan activities to provide a balanced and interesting range of experiences.
- Assessment of children's progress is good and it is used for effective planning to ensure all children's needs are met.
- Positive partnerships with parents/carers are fostered.

### What needs to be improved?

- activities to encourage more able 3 and 4 year olds to develop their writing skills as they play.

- organisation of small group time to ensure that opportunities are not missed to extend children's learning.
- consistency in managing children's behaviour.

**What has improved since the last inspection?**

Not applicable, as this is the first inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and eager to learn. They are sensitive towards each other's needs and differences and share and take turns. However, children are not always aware of the consequences of inappropriate behaviour.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Many children are able to recall names, confidently recount stories and understand that print carries meaning. Children listen attentively and respond to stories and rhymes and use language well to describe events and topic work but do not have opportunities to write for a purpose as they play.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

They learn how to use numbers in everyday situations and show that they understand size and shape through everyday practical activities. Children are able to confidently sequence and record numbers from 1 to 10. Children consolidate their mathematical learning through appropriate activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about their own environment and other cultures through a range of imaginative topic work and themes. Children learn about seasons, festivals and frequently talk about past and present events during discussion and story time to reinforce their knowledge about the lives of other people. However, there is no focus on children's learning with information and communication equipment.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

They are provided with many opportunities to take part in all aspects of physical play including music and movement. Children learn about their bodies and staying healthy through activities and discussion. Children confidently use a range of tools safely and with control.

### CREATIVE DEVELOPMENT

Judgement: Generally Good

A wide range of well planned activities enable children to explore their senses. They are able to express their ideas through art and craft activities, music and movement and role play, although opportunities are missed to develop imaginative play.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- develop children's literacy skills to enable them to understand that writing can be used in different ways to communicate;
- organise small group time to ensure that opportunities are not missed to extend children's learning.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*