

Smiz Kids 511

Inspection report for early years provision

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Inspection date

14/11/2011

Inspector

Mary Kelly

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Type of setting

Childcare - Non-Domestic

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Smiz Kids 511 opened in 1990 and has been under the current ownership since 2004. It operates from the Village Hall in Smisby, Leicestershire. The setting is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday during term time and operates a holiday club in the school holidays. It runs a breakfast club from 7.45am until 8.30am and the after school provision is open each weekday from 3.30pm until 6pm during term time. The holiday scheme operates during school holidays from 8am until 6pm. Children are able to attend for a variety of sessions. A maximum of 30 children may attend the setting at any one time. There are currently 59 children on roll who are within the Early Years Foundation Stage. The setting also offers care to children aged over five years to 12 years. It is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs seven members of childcare staff. Of these, one is working towards a level 3 qualification, two hold appropriate early years qualifications at level 3 and one member of staff has Early Years Professional Status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Smiz Kids 511 ensures exceptionally strong relationships are fostered between caring staff and happy children in a welcoming and child friendly environment. Staff are dedicated and caring, offering a highly inclusive and welcoming service where the uniqueness of each child is valued. Children engage in a wide range of enjoyable and challenging activities that support their individual interests and learning needs extremely well. Highly effective partnerships with parents and other agencies are established, ensuring children's individual needs are fully supported. The setting gives upmost priority to the continuous improvement of the setting.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhancing the two-way flow of information with parents by enabling them to access the correct details for the regulator in the complaints policy.

The effectiveness of leadership and management of the early years provision

Staff have a superb understanding of child protection procedures and how to report concerns and deal with allegations. The robust recruitment and vetting systems in place ensure all adults working with the children are suitable to do so. The accurate records for staff show clear information regarding training, experience and qualifications. The welcoming and well-maintained setting is safe and clear security systems are in place. Children's safety is enhanced by checks and actions taken by the staff, with the records being consistently maintained. For example, highly efficient written risk assessments for the premises, outings and trips, including use of the vehicles, ensure their safety at all times. Rigorous and detailed written policies and procedures are in place, shared consistently with parents and staff, and updated as required. Staff ensure parents have open access to Ofsted's details in the event they wish to share a concern and this is detailed in the New Starters booklet and on the poster; however, the contact details in the complaints policy are not correct.

Very clear vision and high aspirations are shared by the management team and staff and the setting has maintained its previous outstanding judgement. Staff reflect on ways they can continue to improve the quality of the provision as detailed in the comprehensive self-evaluation document. The setting uses very effective methods to gauge the valued opinions of staff, parents and children, ensuring they are listened to and acted upon. The setting is extremely well-resourced, providing an exciting and varied range of activities and opportunities to ensure the enjoyment and challenge of all children present. The excellent quality of the equipment and staff's proactive approach to the local community ensures the sustainability of the setting.

The strong leadership team and staff relationships promote highly effective team work. All staff are proactive in implementing their roles and responsibilities. For example, they use their initiative very effectively to ensure children are fully supported, well supervised and kept active and involved. Key persons are effectively assigned to individual children, ensuring their needs are met very well. This system also enables staff to monitor children's development and form valuable relationships with parents. Useful knowledge of individual children enables all children's needs to be met highly effectively. For example, staff communicate extremely well with other professionals including those who work with children with special educational needs and/or disabilities or who attend other settings. This ensures complementary and highly consistent practice. Everyone feels welcome in the setting and parents are encouraged to share their knowledge of cultures, festivals and skills. They are willing to share their appreciation of the setting. They feel that staff are 'perfectly approachable' and the setting is 'amazing'.

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

Children are gaining an excellent understanding of the importance of a healthy lifestyle. They enjoy healthy and nutritious seasonal snacks, such as sandwiches, pasta, jacket potatoes and fruit. Their independence is supported very well as they choose what they would like to eat and pour their own drinks skilfully. Children are encouraged to develop skills that promote a very positive attitude to learning as they share resources, take turns and listen to each other. They clearly recognise their own needs and those of their peers as staff have very effective and consistent systems for managing children's behaviour. Children are developing a very good understanding of how to keep themselves safe. For example, they know that they must wait by the kerb until it is safe to cross the road.

Children are highly confident and show enthusiasm for all activities and experiences that are offered. The setting is bright and spacious, and staff have found a way to display the children's work in the room, so that it can be appreciated by the children and then cleverly disguised by blinds at the end of the session when other people use the facilities. Excellent information regarding children's achievements is communicated effectively with parents. For example, children's starting points are discussed, and daily news and progress is shared. Outstanding use of observations and assessments informs the planning extremely well. This ensures that a wide variety of age-appropriate and extremely well-resourced activities are provided. The routines and planning are flexible and the children are able to direct their own play; for example, children run auditions for their own talent contest and score each other.

Staff are highly enthusiastic and work very well with the children. Children have access to a comfortable book area and enjoy reading stories, sharing books with other children and staff. Children count while they are playing and discuss what levels they are on in the computer program. The children have excellent opportunities to develop their knowledge and understanding of technology. The setting has many computers and children demonstrate excellent mouse and keyboard skills to get to the next level. Construction resources are always available and the children have room to build, compare and challenge each other. Children have excellent opportunities to engage in adult-led and child-initiated activities and both staff and children relish this interaction. Children have very good access to physical activities, indoors and out, with a wide variety of resources. As a result, children are happy and are making excellent progress in all areas of learning.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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