

Smilers Pre-school

Walderslade Baptist Church, Catkin Close, Walderslade, Kent ME5 9HP



Inspection date	27 February 2019
Previous inspection date	21 March 2016

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

This provision is good

- The manager supports staff to attend regular training to keep their knowledge and skills up to date. This helps them to plan a range of activities that successfully motivate children to learn.
- Staff build positive relationships with parents. They frequently share children's learning journals and hold daily conversations with parents to keep them fully informed of their child's progress. Parents comment that they feel involved with their child's learning and enjoy accompanying them on outings into the local community.
- Staff use their observations of children's play to plan accurate individual next steps for learning. They closely monitor children's progress, which helps to quickly identify and address any possible gaps in their development.
- Children show high levels of concentration and persevere with tasks, for example when building towers with small blocks for extended periods of time.
- Staff make good use of opportunities to extend children's learning. For example, they enthusiastically talk about the worms they find when digging in the garden. This helps children to learn about living things and the natural world.
- Partnerships with other settings that children attend are not fully developed to ensure that children receive full continuity of learning and care.
- Occasionally, children miss out on opportunities to play as staff do not organise routines effectively to minimise waiting times for children.

What the setting needs to do to improve further

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

- strengthen partnerships, including the processes for information sharing, with other settings that children attend to ensure they receive continuity of learning and care
- review and improve the organisation of daily routines so children do not wait for long periods and enjoy more time playing and learning.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning both indoors and outdoors.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector looked at children's records and a sample of other documentation, such as policies, procedures and the suitability of staff.

Inspector

Michaela Borland

Inspection findings

Effectiveness of leadership and management is good

The manager ensures she provides a stimulating learning environment for children. There is a wide range of resources indoors and outdoors that interest and challenge children. The manager evaluates the provision well and gathers the views of staff, parents and children to help identify areas for improvement. Staff constantly assess the environment to identify and minimise any potential risks to children. They supervise children well, including during busy periods, such as drop off and collection times. Regular supervisions and team meetings assist the manager to monitor staff performance effectively and identify areas for development. Safeguarding is effective. Staff have a thorough understanding of potential indicators of abuse and neglect. They know the processes to follow if they have concerns that a child may be at risk of harm.

Quality of teaching, learning and assessment is good

Children are developing good physical skills. For example, they competently use stairs to access the garden and enjoy bouncing on the mini trampoline. Staff provide a wide range of resources, such as scissors and peg boards, that successfully enhance children's small-muscle skills. They positively promote children's early language development. For instance, they use a variety of approaches, such as action songs and sharing stories, to introduce new words during children's play. Children have plenty of opportunities to extend their early mathematical skills throughout the day. For instance, staff introduce language such as 'big' and 'small', and teach the names of shapes during craft activities.

Personal development, behaviour and welfare are good

Children behave well. They are polite and consistently use good manners, such as saying 'excuse me' when interrupting adults. The strong key-person system has a positive effect on children's emotional well-being. Staff use praise and encouragement to build on children's confidence, helping them to make secure friendships. They feel safe and confidently ask adults for help if they need it. Staff offer children good support to develop their independence skills. For example, children cut up fruit and pour drinks at snack time. Staff give a high priority to ensuring children learn about the importance of keeping healthy. Children enjoy daily outdoor play and staff remind them to wash their hands before eating.

Outcomes for children are good

Children are curious and eager to explore. They delight in finding bugs under stones in the garden. Children are relaxed and happy to be at the setting. They sing to themselves as they participate in activities and go about their play. They learn good social skills such as sharing toys and taking turns. Children listen attentively and respond well to instructions. All children, including those with special educational needs, make good progress from their starting points. They are successfully acquiring the skills they need for their future learning and eventual move to school.

Setting details

Unique reference number	127555
Local authority	Kent
Inspection number	10063874
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	20
Number of children on roll	36
Name of registered person	Smilers Committee
Registered person unique reference number	RP904628
Date of previous inspection	21 March 2016
Telephone number	07592006725/07982758640

Smilers Pre-school registered in 1991 and is committee run. The pre-school operates from the first floor of a church hall in Walderslade, Kent. It opens Monday to Thursday from 9am to 3.30pm and on Friday from 9am to 12.30pm, during term time only. The pre-school receives government funding for the provision of free early education for children aged two, three and four years. It employs eight staff. Of these, five hold a level 3 qualification and one holds level 2.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

