



Smiley Faces

Inspection report for early years provision

Unique Reference Number	EY234865
Inspection date	25 September 2006
Inspector	Denise May Smith
Setting Address	Bedford Gate House, Station Road, Thorney, Peterborough, Cambridgeshire, PE6 0QE
Telephone number	01733 271076
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Registered person	Smiley Faces Day Nursery
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Smiley Faces nursery opened on the present site in 2003. It operates from five rooms in a

Grade-two listed building in Thorney, near to Peterborough. A maximum of 37 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 43 children aged from birth to under-five years on roll. Of these, 19 children receive funding for early education. Children come from a wide catchment area. The nursery currently supports children with learning difficulties and / or disabilities.

The nursery employs seven members of staff in addition to the two co-owners. All of the staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

All children benefit from regular fresh air as they use the stimulating garden on a daily basis. Children are physically active as they use a good range of equipment, such as climbing frames that offer challenge for more able children, balls, slides and wheeled vehicles. Indoors they take part in musical activities, and use resources such as a parachute to stretch and be active. This helps children learn about a healthy lifestyle, keeping fit and contributes to the children's good health.

Children benefit from the clean comfortable environment where staff encourage children to learn about the importance of good hygiene and personal care. However, despite pictorial prompts to remind children, inviting an environmental health officer into the nursery to talk to the children about hand washing using special soap and the staff's gentle reminders, children consistently avoid using the liquid soap which is readily available. Younger children in the baby room were not seen to have their hands washed prior to eating their snack which does not help to promote their welfare. Staff protect children's health through using aprons and gloves when nappy changing and regularly wash their hands.

Older children develop their independence and their social skills because staff implement a running snack bar for the children. This enables the children to finish their games and access their snack when they are ready. The nursery provides healthy choices, for example, healthy based cereals for breakfast and plain biscuits and fresh fruit for snacks. A cook is employed to prepare a varied lunch menu using fresh food which she prepares from scratch. Children enjoy the food and eat in social groups supported appropriately by the staff team. Children have regular access to drinks throughout the day and staff discuss with children the importance of drinking, especially in hot weather. A jug and cups are accessible in the garden and children help themselves when they are thirsty. All cups are labelled to prevent cross-infection.

The nursery gathers information from parents about the babies' routines, such as sleep and feeding patterns, to offer them the security of their familiar home routine. Staff encourage the children to develop self-feeding skills at an appropriate age. Staff hold and nurture babies as they are fed their bottles. Children in the baby room are able to develop their large physical skills through using a range of appropriate equipment indoors and when outside in the garden. The children use the garden as often as possible and have opportunities to use this area on their own and also to socialise with the older children. The staff work well with parents regarding the younger children's changing needs, such as toilet training.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy a warm and welcoming environment. The parents have informative notice boards that give them information about the nursery and additional information of interest. Children's art-and-craft work is displayed throughout the nursery which supports the development of children's self-esteem. Staff warmly greet parents and children and make them feel welcome.

The older children move freely, safely and independently as they visit the toilets, the role-play room and the messy-play room. The staff enable the children to have a free-flow access to all areas, including the garden area, whilst ensuring staff supervise the areas where the children choose to play. However, the kitchen is also accessible to the children exposing them to the unnecessary risks of a working kitchen.

Children benefit from the wide range of well maintained resources both in, and out-of-doors. These are appropriate for the ages of the children and are varied and stimulating. The children are able to make free choices from the set-out resources and are able to select and change toys following their play and ideas as these develop.

Staff supervise the children closely at all times. They are particularly aware of most potential dangers as they undertake daily risk assessments indoors and outside to ensure the play areas are safe for children. However, two protruding bolts to a fence post in the garden do pose a danger to children. The barked area has a temporary cover on top of it to stop the dust blowing into the children's eyes. However, this is now a trip hazard for the children as their feet sometimes get tangled in it. Appropriate safety equipment is in place, such as socket covers and fire prevention equipment.

The older children learn to keep themselves safe through discussion. Such as, the dangers of sharp knives as a member of staff prepares to cut up a pineapple for a tasting session. Children contribute their own ideas on safety as they talk about when people they know have cut themselves. Staff provide clear boundaries and explanations to children in all areas of the nursery which helps children learn about keeping themselves safe.

Of the staff, five hold current first-aid certificates and up-to-date first aid kits are readily available in each base room. Staff are clear about their responsibilities and the procedures regarding child protection. This safeguards children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

All children settle very well at the nursery and enter confidently. The older children find their names for the self-registration system and enjoy using a special book-bag to bring things of interest to the nursery and to carry home their paintings and creations. This gives children a sense of belonging. The children enjoy each other's company and have fun together. Children and staff have very good relationships and relate well to each other.

The children enjoy a very good variety of activities and play opportunities including the use of treasure baskets. Children explore and investigate using both man-made and natural materials. For example, the babies enjoy exploring the texture of weather cones and use spoons to dig in a tray of 'simulated snow.' Children play imaginatively and creatively. For example, the children in the toddler room pretend to be bears under a table. Experienced staff extend this play by asking if they would like a cover for their den, while she went to get a cloth another member of staff selected the 'bear hunt' story and read with the children. Children's play is skilfully developed in this way throughout the nursery ensuring that learning is brought to the children, expanding on their own ideas. The 'Birth to three matters' framework is used skilfully

for the younger children to assess and plan children's possible lines of direction but recognises that children's likes and areas of interest are ever changing.

Children enjoy one-to-one attention at some activities with staff. This develops and encourages their concentration skills. Staff interact well with the children and use good questioning which stimulates the children's thinking skills. For example, the children in the garden wanted to climb up the ladder to the raised play-house but had both hands full with toys. Staff encouraged children to consider how they could do this safely. The two children thought and then asked the member of staff to hold the objects while they climbed, she then passed them the items and they proceeded to play with them together in the house. Children use books across the nursery and are provided with comfy areas to sit and have a story. The babies and toddlers listen as staff read them simple books making appropriate noises to accompany the pictures, to which the children join in, obviously engaged in the activity. Children experience a very good range of art and craft activities. For example, they glue, stick and paint with different tools and have access to a separate messy room in addition to what is available in their base rooms.

Children enjoy time individually, in small and large groups with staff. For example puzzles, games and circle times are all part of the routine of the day. Children enjoy small world toys, such as the farm sets and play in the role-play room organising picnics amongst themselves. Children learn about their environment as they visit animals in the village such as walks to see the donkey and goats. There is a good range of equipment outdoors to encourage the children's physical skills, such as children using a bat to knock a ball, peddling bikes and balancing on beams and tree rounds.

Nursery Education

The quality of teaching and children's learning is good.

The nursery education is led by an experienced and skilful room leader, who shares her good quality teaching practice with the other, newer members of staff who work with the children in receipt of funding. She is able to assess the children's starting points and build effective individual plans for the children based on their individual interests. Plans are linked to clear learning intentions and the early learning goals, and a special record of achievement celebrates their successes. Staff use their good knowledge and understanding of the individual children to support them well in their development. All staff interact well with the children and skilfully know when to let children develop their play on their own and when to offer support.

In the pre-school base room, children are able to participate in appropriate activities that cover all areas of learning. As with the toddler age children, these pre-school children are able to free-flow between this room, the messy play room, the role-play room and the garden which enables children to take control of their play.

The children are progressing well. They listen carefully, use good concentration skills and enjoy the ability to make choices in their play. The children are well motivated and interested learners who enjoy and gain from the practical activities they participate in.

Children are able to be independent. They help lift items from the shelves and take items such as plates back to the kitchen. Children independently visit the toilet and see to their personal needs. They enjoy good relationships with each other and listen to each other speak about their ideas and experiences. The older children are confident to initiate conversation with adults as they talk about significant events such as when they went to a fire-work display. Children are learning the need to have rules, for example, they organise how two children with different play ideas can

co-operatively play together in the sand tray.

Children are encouraged to bring in items from home relating to current topics. For example, children contribute to a healthy eating table by bringing in fruit and vegetables. Children are proud to share these fruits, such as Kiwis and Pineapple at tasting sessions. Children learn to recognise their own names through the good use of name labels on cups, the self-registration board and at lunch-time when name cards are used for children to find their place. Children learn initial sounds and routinely attempt to self-label their paintings. This also values the children's work and gives them a sense of belonging. The effective displays in the environment contain words, numbers and captions. This ensures children gain understanding of the meaning and use of print and numbers. Children use a variety of games which encourage their listening skills, such as sound lotto. They skilfully operate a mouse to navigate around soft-ware on the computer.

Children learn about mathematical concepts through using matching and counting games and use scales, measuring cards and tape measures routinely in their play. Mathematical language is introduced throughout the day. Puzzles and grading toys are introduced to learn about different sizes, order and sequence. Children also learn about counting when singing number songs and rhymes, as well as using practical activities. Children's fine motor skills are developed as they chop and cut up vegetable peelings from the kitchen and then relish in mixing them up in bowls as they pretend to make the dinner.

Children learn about music and begin to understand how sounds are made and can be changed. They eagerly play instruments 'softly' and 'loudly' in group activities. The children's opportunities to freely express their creativity and develop skills during art-and-craft activities are very well supported. Children freely access a good range of resources in their base room, or in the

messy-play room where the emphasis is placed on the process and not the end result, supporting children's development.

Helping children make a positive contribution

The provision is good.

Children's individual needs are known and accommodated well by staff. Babies sleep according to their needs and the staff work closely with parents gathering and exchanging information on a daily basis in order to meet the needs of the children.

Children are learning about responsibility and taking care of their environment through joining in tidying up routines and looking after general resources such as the books. Children's behaviour

is good. Staff have a very good understanding of appropriate strategies such as distraction or re-direction to a new activity for the younger children and encouraging older children to find their own solutions to any conflicts such as, how they can all enjoy the farm and share the straw between them instead of one child wanting it all. Because of this quality interaction between staff and children they are able to begin to deal with their own emotions and are problem solving for themselves. Children's self-esteem and confidence is very well promoted through the frequent praise given to them by staff.

Children routinely have access to resources that reflect positive images of society and of difference. They learn about diversity through celebrating a range of religious and festival dates and through learning about other countries and ways of life. This allows children to increase their awareness and understanding of others. Staff introduce French in a low-key way during routine activities, such as singing children's songs in French and general counting and colour work. Staff are clear that any activity should be meaningful to children and be introduced in a hands-on practical way, such as through art-and-craft activities. Staff ensure these activities are supported by the use of reference books to underpin their learning.

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

The partnership with the parents and carers of children who receive nursery education is good.

There is a good exchange of information between staff and parents. Parents are able to discuss their child's progress on a daily basis, and at the four-monthly parent evenings. Parents are encouraged to access and contribute to their children records of assessment and progress. Staff provide parents with good information about the methods used to assess and plan for children, the early learning goals and the steps children take to achieve them. Parents also receive information about the Foundation Stage as a whole. Regular newsletters inform parents of topics and the words to songs so that they can support their children at home.

Organisation

The organisation is good.

The organisation of the nursery effectively ensures children's needs are fully met. The layout of the nursery and the appropriate grouping of children enable the staff to offer the children a wide range of activities which support their development. Robust staff selection procedures ensure staff are suitable to work with children and a rigorous induction procedure, with regular staff appraisals support staff in developing their role within the team. All staff understand their roles and responsibilities well. They provide good interaction with the children, are attentive and have a good understanding of the children's individual needs. Staff use their time and the resources effectively, ensuring the children are the focus of their day. The staff work very well as a team and there is good communication between them.

The leadership and management of the nursery education is good.

The management are actively involved in the day-to-day routine of the nursery and regularly sample children work and monitor their progress. Roles and responsibilities for planning the curriculum are clearly defined and all staff are able to make some contribution to the type and

variety of activities on offer. The providers understand the responsibilities of managing the nursery and the daily management is sound, However, the providers do not have a clear overview of future planning and where they need to review and develop the nursery including the updating of policies and any refresher training needed.

Overall, the needs of the children are met.

Improvements since the last inspection

At the last inspection the owners agreed to, improve the labelling of babies bottles and develop the system for identifying who may collect children from the nursery. These issues have both been successfully addressed. The complaints procedure has been updated. However, as these procedures have now changed, further amendments are now necessary. Soap is now readily accessible for the children to use. however, children do still not routinely use it and this issue has been made a recommendation from this inspection. Overall good progress had been made at improving the quality of the care offered to children.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- minimise risks to children by ensuring they cannot access the kitchen where general kitchen activities pose a danger to them
- minimise risks to children by ensuring the cover to the bark chippings does not present a trip hazard and the protruding bolts to the concrete posts do not pose a danger to children

- ensure younger children wash their hands prior to eating and that older children use the available soap.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop systems to ensure the leadership and management maintain an overview of the provision, so that they can effectively evaluate the care and learning offered to the children. Develop systems so that they can plan for future improvement.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk