

Smileys Creche

Inspection report for early years provision

Unique Reference Number	EY259744
Inspection date	08 January 2008
Inspector	Ann Doreen Burford
Setting Address	Woodrow Drive, Redditch, Worcestershire, B98 7UB
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Registered person	Smileys Creche Ltd
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Smileys Crèche is one of three nurseries run by Smileys Crèche Limited. It opened in 2003 and operates from three rooms in a purpose-built premises in the grounds of the Alexandra Hospital Redditch. It serves the staff of the hospital and the primary care team only. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 07.00 to 18.00 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 77 children aged from three months to under five years on roll. Of these, 20 children receive funding for early education. The nursery has strategies to support children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 13 permanent members of staff. All of the permanent staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are learning to lead a healthy lifestyle through their participation in a range of suitable activities and because the staff follow current and appropriate environmental health and hygiene guidelines, policies and procedures. Older children can access child-sized toilets just off the playroom so they are learning to take care of their own personal needs. The lovely pictorial instructions ensure they understand the need for simple good health and hygiene practices. Each base room has its own adjacent facilities. The baby and toddler rooms have good nappy changing facilities where clear instructions for staff are in place to ensure hygiene is maintained. All of the staff hold current first aid certificates so in the case of an emergency children's needs are well met. Effective systems are in place for protecting children from infection. Exclusion times are applied should children have an infectious disease. All the parents work in the hospital so extra vigilance is taken to prevent contamination and cross-infection because of the risk to patients. If children are taken ill parents are contacted immediately and as they work in the adjacent hospital they are able to respond quickly. Hospital staff are asked to cover uniforms when entering the nursery to reduce the risk of spreading possible infections from the hospital.

Children are provided with nutritious meals and healthy snacks or parents can choose to provide food themselves. Drinks are available throughout the day and the older children can independently access drinks bottles or fresh water. Cooked lunches are prepared in the hospital and brought over to the nursery. Suitable procedures are in place to check food is the correct temperature. These strategies ensure children are well nourished. Children's health and dietary needs are met because staff works well with parents, for example, allergies and religious preferences are recorded and listed in every playroom and kitchen. Healthy eating is also promoted through tasting and cooking activities. Displays in the hallway also emphasise the sugar content of some popular foods. This means children and parents are learning about healthier food options.

Children have rest and sleep according to their needs. Babies have sleep times reflecting their routine at home. The baby room has a lovely comfortable chair where they can have a cuddle and rest. The other rooms have adjoining quiet rooms which are used for sleep. There is an adequate balance of activities where children can be active or quiet. Procedures are in place to protect children's health when playing outdoors. For example, shade is provided during hot weather and permission is in place for administering sun protection cream. The outdoor space can be easily accessed from the play rooms and they take turns to use the area. Children enjoy physical activities and the opportunities to play outdoors with some reluctant to go back indoors. There is space for children to use a variety of ride-on toys. They use the play equipment on the grass to climb and crawl.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, secure and safe indoor and outdoor environment because of the design of the purpose built premises. There are three separate base rooms for different age groups with all associated facilities adjoining the play room. There are separate staff room and toilet facilities suitable for the disabled. The hallway joining all of the rooms is well utilised to create a lovely learning area where parents are kept well informed and children's sense of learning is sparked.

Children use an ample range of suitable equipment both indoor and outdoors which meets current safety standards. Each room is equipped with age-appropriate resources and good child-height storage. This means that sometimes resources can be accessed independently by the children. Toys are rotated to maintain interest. Children are consulted about the toys they wish to be set out by the staff when child initiated play is planned.

A safe environment is provided for the children because regular risk assessments are completed for each room and they are on display. Children regularly go for walks within the hospital grounds and surrounding area so they learn how to behave appropriately to keep themselves safe on outings. They also learn to keep themselves safe through helping to tidy the play rooms to create a safe play space. The children also participate in the emergency evacuation procedure so they understand how to keep themselves safe in an emergency.

Some of the staff have completed recent relevant training to enhance their knowledge and understanding of safeguarding children. There are clear strategies in place to ensure children are well protected because appropriate procedures are put into practice when necessary.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The younger children are starting to benefit from the implementation of activities from the 'Birth to three matters' framework. They love the sensory opportunities promoted by the framework. However, children's progress can sometimes be limited because the observations and assessments do not always reflect the framework and are not used in the planning of the children's next step in their learning. Toddlers participate in sensory practical activities such as ice play. Frozen ice pieces in different colours and shape are put in a baby bath on the floor. Children let the ice slide through their fingers and they show a good understanding of the difference between hot and cold. All the children have a strong sense of their own identity because of the wealth of photographs and the opportunities to see themselves in mirrors. They look at themselves when cleaning their teeth after lunch, when dressing up and the babies can crawl and become aware of themselves in the mirrors set at their height. This is a particular strength at this setting.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a basic knowledge and understanding of the early learning goals. This means although they have used the Foundation Stage curriculum guidance as a reference and share ideas with each other, the organisation and extension of children's learning is not always fully promoted. Staff are making positive use of the new mentor teacher system within the local authority to help them understand new educational initiatives. Staff are aware of the difficulties caused by the mix of ages in the pre-school room so at certain times of the day children are group by age so sufficient challenge is provided for the older and more able children. This is a time where adult-led focus activities are organised and children can learn new skills or practise those they are still learning. This ensures children are making satisfactory progress. Children can choose an activity from those set out by staff. Use of the assessment records are mainly effective. Staff are beginning to complete observations to inform children's assessments. They are starting to use this information to use in the planning so children's next step in their learning is identified. There are suitable procedures in place to ensure children with learning difficulties and/or physical disabilities are well supported. There are adequate strategies in place to support children with English as an additional language. Staff set simple rules in collaboration with the children. Most children

know and understand about the need for these. There is a timetable for the day which enables children to play indoors and outdoors at set times but this limits the funded children freely accessing the outdoor area as a classroom.

Personal, social and emotional development is suitably promoted. Most children are happy, settled and enjoy coming to the setting. They usually respond appropriately to realistic adult expectations for acceptable behaviour so that learning can take place. Children join in and mostly follow instructions well. There are opportunities for free play and for children to choose the toys set out by staff. However there are more limited opportunities for them to initiate their own learning to become autonomous learners. Children are very caring towards one another and take care of each other if they are feeling sad or have an accident. They mostly share and take turns well.

Communication, language and literacy development is sound. Children express their ideas and happily chat to each other as well as seeking out adults for conversations. They ask relevant questions and express their opinions. Children enjoy group story time and they join in familiar parts. There is a good range of story books on a mobile book case but it is not always easily accessed because it is stored in the quiet room, although this is sometimes taken into the main playroom. Children are starting to use phonics to make links between sounds and letters for example, there is a letter of the week. There are many posters and labels displayed around the room so children learn that words have meaning and some are in dual languages.

Mathematical development is satisfactory. A few children can count accurately as part of their play. Children use number in their play and see the relevance of number in their every day life such as the date. Numerals up to 10 are on display and there are many resources where children can learn about the sequence of numbers. They are starting to learn about two dimensional shapes such as circle, square and triangle. Children learn practical skills for weighing and measuring. For example, they regularly participate in cooking activities so they have to weigh the ingredients.

Knowledge and understanding of the world is adequately promoted. Children use a variety of construction toys to build their own creations. They can plan what they intend to build and can carry out their intentions. They can then use these constructions in their imaginative play which they link to actual experiences. For example, children make a replica aeroplane and use it to replay their holiday experiences. Children learn about the natural environment such as growing bulbs and plants from seeds. There is a computer located in the pre-school room but children only use it when it is timetabled for use. Other programmable toys such as a 'bee-bot' are available for adult-led activities which means children's spontaneous opportunities to improve their use of technology is limited.

Creative activities are made available at set times. Children use a variety of art materials to create their own art work which is prominently displayed around the room and many are at child-height so that children feel a sense of pride. This enhances the appearance of the learning environment. The children love to perform songs and action rhymes especially whilst waiting for lunch. They have strong imaginations and participate in role-play and dressing up as part of set activities or as part of small world play.

Physical development is suitably promoted. Most children are coordinated although they do sometimes bump into tables and toys causing accidents. They particularly enjoy outdoor play which is available at set times in set grouping. They use a variety of outdoor toys such as bikes and ride-on toys. Children use a variety of tools and equipment as they hone their hand and

eye coordination. Children are learning how their body works through interesting activities especially healthy eating.

Helping children make a positive contribution

The provision is good.

Children feel a strong sense of belonging because of the imaginative use of photographs. A wealth of photographs are displayed in the hallway including lovely montages which children love to look at. Many different books of photographs are in the hallway which record trips and special days in the nursery. Children love to look at them and remember past experiences. Children are broadly content and settled in the nursery. The settling-in procedure enables children to feel welcome and the transition process helps children move on from one room to another confidently. This is planned in partnership with parents. The children are grouped by age and build a sense of community within their own room. Children participate in a range of festivals and learn about different cultures.

There are currently no children attending with learning difficulties and/or physical disabilities. There is a senior manager with responsibility to support this area however it is currently under review. There is good access to all parts of the premises for wheelchair users. Staff have good awareness of inclusive practice because they have accessed relevant training.

Children are starting to understand right from wrong. They love having a sticker to celebrate success and cooperative behaviour which helps them to understand responsible behaviour. When they have received three stickers they have a star to display on the wall and then when they have three stars they choose a small gift as acknowledgement of their achievements. They show great pride in this scheme. Children show concern for each other's welfare, they cooperate and take turns well most of the time. Staff help them to see the effect of their behaviour on others so that they learn respect and consideration for each other. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. All the parents work in the hospital located on the same site. The flexible approach of the management and staff meets the needs of parents on shift patterns. They are provided with detailed information about the setting and its provision. There is a parents' notice board in the entrance hallway giving general information, local information and specific childcare details. Parents' views and suggestions are actively sought through the parent support group. For example, parents and staff meet regularly to discuss childcare issues. Babies and toddlers have daily diaries where detailed routines and experiences are recorded to keep parents fully informed of the care and development of their baby. Planning for each room is clearly displayed so parents are aware of the daily activities and regular newsletters keep them informed of any forthcoming events or changes.

Organisation

The organisation is good.

Children are well cared for because of the sound organisation of the setting. The three play rooms have a suitable range of equipment to meet the needs of the age group using them. They have their own associated facilities such as toilets or nappy changing to support the care. Recruitment and vetting procedures ensure children are well protected and cared for by adults with knowledge and understanding of child development, all permanent members of staff hold a relevant childcare qualification. There is a keyworker system and deployment of staff supports the care and education of the children most of the time. However, at certain times of day the

staff can be busy with domestic duties so close supervision of children is compromised for a brief time.

All the policies and procedures work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. All the staff sign to say they have read and agree to adhere to them. Notices are displayed in hallway to remind parents that the policies are available should they wish to look at them. Organisation and record keeping underpin the smooth running of this setting. Most documentation is kept confidential, however the system for the medicine records does not fully maintain confidentiality.

Leadership and management is satisfactory. Each day there is an evaluation of the adult-led activity which assesses the teaching and learning and how improvements can be made. The management and staff are committed to improvement consequently they have recently achieved a bronze status in a quality assurance scheme. All permanent staff hold a relevant qualification and are committed to ongoing training. Staff access a variety of training sessions and some are arranged at the setting for all staff to access such as behaviour management and first aid. It is a committed staff team who work to each others' strengths. Overall, children's needs are met.

Improvements since the last inspection

At the last inspection the provider was asked to improve some policies and record keeping. Accurate times of arrival and departure of children and staff is now in place and records show at least two members of staff are always on duty. There is now a written procedure in place in case a child is lost. A written complaints procedure is in place and clearly displayed for parents information. This has improved the organisation of the setting.

Children's safety has been improved because emergency evacuation drills are regularly practised and details for improvement are identified and acted on. A risk assessment has been completed on the perimeter of the garden area to identify any concerns and action that must be in place to keep the children safe. New staff familiarise themselves with the safeguarding children procedure to ensure they know what action to take should there be a child protection concern. Children can now access liquid soap independently so they have improved their ability to follow hygiene procedures as a result children's health has been improved.

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 the 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):

- improve the use of the 'Birth to three matters' framework specifically linking observations to planning
- review the deployment of staff at busy times such as lunch to reduce the risk of accidents and improve supervision
- ensure record keeping for the administration of medicines is kept confidential.

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):

- increase the opportunities for children to initiate their own learning
- improve the outdoor area to create more learning opportunities
- increase staff's knowledge and understanding of the six areas of learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk