

# Smileys Creche

Inspection report for early years provision

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<b>Unique Reference Number</b>	218487
<b>Inspection date</b>	17 July 2007
<b>Inspector</b>	Julie Mary Preston
<b>Setting Address</b>	Mid Staffordshire General Hospitals N H S Trust, Staffordshire General Hospital, Weston Road, Stafford, Staffordshire, ST16 3SA
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<b>Registered person</b>	Smileys Creche Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 satisfactory. 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?

Smileys Crèche opened in September 1990. It operates in a single storey building in the grounds of Staffordshire General Hospital in the town of Stafford. The crèche provides a service for employees of the hospital and for children from the local area and beyond.

There are currently 120 children aged from six weeks to 11 years on roll. This includes 31 funded three-year-olds and 14 funded four-year-olds. Children attend for a variety of sessions. The crèche supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The crèche opens five days a week all year round. Sessions are from 06:45 to 18:00.

Twenty six members of staff work with the children. Nineteen staff have early years qualifications. Three members of staff are currently on training programmes. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP). The crèche is a member of the National Day Nurseries Association (NDNA).

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is satisfactory.

Children stay healthy as staff aim to follow current and appropriate health and hygiene guidelines. For example, a designated member of staff oversees health and safety and keeps the staff team updated with new information during staff meetings. Good hygiene practices are encouraged in order to prevent cross-infection, such as, regular toy cleaning, maintaining the environment, good hand washing practices and wiping down tables before meals. Staff promote good hygiene practices by providing children with individual bed linen, individual paper towels to dry hands and individual baskets for babies nappies and toiletry requirements.

Children enjoy the range of meals and snacks available that are hygienically stored, prepared and served, as staff who prepare breakfast, tea and snacks have attended food hygiene training, as well as those who serve lunches. Lunches are prepared in the hospital kitchen by suitably trained staff meeting specific dietary requirements and transferred to the group for them to serve to children who attend. Children have regular access to drinks and are provided with a choice of healthy snacks, such as, toast, fresh and dried fruit. Some parents prefer to provide their own meals for children, these are appropriately labelled, stored and served to children alongside their peers. Staff meet babies dietary needs well by implementing their individual routines that are discussed with parents and recorded. This helps with the transition from home to nursery care.

A number of staff hold a current first aid certificate with at least one of these present within the nursery at all times and a first aid box accessible. This helps to ensure children's needs are met in the event of an accident or emergency. Policies and procedures for sick children and medication are shared with parents. Records are in place for accidents, medication and to take children to hospital in the event of an emergency. However, individual medication records are not provided, with some records not signed by parents after the session to acknowledge awareness of the entry and accident records do not always record details of treatment administered. This compromises confidentiality and accuracy of records.

Children enjoy regular opportunities to be active both inside and outside the nursery. For example, children enjoy playing bat and ball, using the climbing apparatus and using the outdoor area with their umbrellas on rainy days. Opportunities for rest or sleep are provided within each base room to meet the individual needs of children in that group. For example, a separate area is provided within the baby room with cots and bouncy chairs and an area within the toddler room is transformed for sleeping with individual sleep mats and linen provided. This ensures children have opportunities to be active and to rest within normal daily routines.

Children's emotional well being and stability is fostered as they are cherished and nurtured. They thrive knowing that they are 'special', well cared for, and are developing caring relationships. They are encouraged to express their feelings in a safe environment. For example, babies cuddle, kiss and show affection for staff in their base room and routines such as, sleeping, eating and changing are made personal to the individual child. Children's personal care needs are suitably met. Nappy changing arrangements aim to reflect good hygiene policies and procedures. For example, separate changing areas are provided with individual baskets that hold children's nappy changing requirements and appropriate potty training procedures are implemented in close liaison with parents.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a warm, welcoming, secure and mostly safe indoor and outdoor environment, that provides adequate space and gives them access to facilities for a range of activities which promote their development. For example, there are four separate base rooms that are used for babies, toddlers, pre-school and out of school children. A child friendly environment is provided for parents and children, that is clean and maintained. Risk assessments are completed alongside regular safety checks to ensure children's safety. However, children's safety is compromised as some cleaning materials were accessible at low levels. Premises are adequately lit, heated and ventilated. Security of the premises is maintained by having a secure boundary and a bell entry system in place to monitor access to the provision. Safety procedures implemented aim to ensure children's safety is safeguarded and promoted. For example, appropriate fire safety equipment is provided, regular drills undertaken, nominated persons identified for collection of children and regular safety checks completed on fire and electrical equipment.

Children have access to a wide range of age appropriate toys and equipment that are clean and safe to use. Ensuring a stimulating range of activities and play opportunities by rotating toys and equipment regularly to ensure variety of experiences. Providing a range of planned activities using resources that help to extend children's learning and development in all areas. Children learn to keep themselves safe by adhering to the groups behaviour management policy and by following the room rules. For example, within the pre-school room rules have been identified such as, sit nicely, tidy away the toys, listen, walk indoors, share the toys and take turns. Procedures for outings enable children to extend their knowledge and experience of the wider world. For example, children undertake visits to the farm and are due to go on a visit to Rhyl.

Staff aim to protect children by gaining an awareness of procedures to follow that protect children from harm or neglect. They are aware of the signs of abuse and are confident to report any concerns. However, a designated member of staff with child protection training is not in place. This means that staff and parents do not have a central contact who is responsible for taking forward or advising on any child protection issues.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time within the setting, they are happy and settled. For example, toddlers enjoy looking at the things they have grown in their garden area and babies enjoy playing and interacting with staff in their base room. Positive relationships between staff, children and others are evident. For example, identified key workers are in place for each child to enable staff to develop closer bonds with children and their parents. Children relate well to each other they share, take turns and play together appropriately working well together as part of a small or large group. A wide range of activities and experiences are provided for children to promote development in all aspects of their learning and development that maintain children's interest and enjoyment. For example, the nursery plan daily activities around the 'Birth to three matters' framework and the foundation stage curriculum, with each room implementing their own flexible routine in addition to this. Staff take time to listen and value what children say extending their learning and development well through discussion and questioning. Children make choices and are involved in decision making by staff, such as, children decide what they would like to have for their snack from the suggestions made by staff. Opportunities to explore and investigate include activities such as planting seeds, making play dough and finding shells in the sand. A

balanced range of activities are provided that includes opportunities for active play and relaxing activities.

Staff encourage children to be confident, independent and to develop self-esteem by letting them make choices within play activities and by encouraging them to toilet themselves, put on their own coats and to wash their hands independently. They are encouraged to chop their own bananas at snack time, select their own knives and forks and pour their own drinks. Children's comforters are recognised as important, staff recognise that they help children as they move from home to a new setting, understanding how they meet their emotional needs. For example, children bring their dummies and blankets into nursery and settling in arrangements are identified to allow staff to work closely with parents to gradually introduce their child. Adults get down to child's level to establish and maintain contact with eye, voice or light touch. Babies' and young children's actions expressions and gestures are recognised and acknowledged by the adults who build on and respond to these, responding to them with their own words and gestures. Staff use good eye contact and interaction using playthings, watching the ways the children use them and showing them new things to do. Babies are helped to recognise that they are individuals and separate from others. For example, mirrors are provided in different places to help babies explore what they look like and who they are and by making feeding sleeping and changing routines individual to that child.

### Early Education

The quality of teaching and learning is good. Staff have a sound knowledge and understanding of the foundation stage that enables them to plan and provide a wide range of activities and opportunities for children who attend. For example, staff attend training and new staff undertake induction that includes having a mentor that shares information about the curriculum, planning and assessment of children. Plans implemented by staff focus on a specific stepping stone for children's learning, with evaluations undertaken following the activity that are used as tools for future plans. Children have identified key workers with a more in-depth knowledge of their individual capabilities of children in their group to enable them to differentiate planned activities and experiences to extend individual learning capabilities. Staff provide a wide variety of experiences both planned and free choice activities to allow children opportunities to self-select from the range provided within the base room that is well laid out with different areas of learning identified. They update their assessments of children on a monthly basis undertaking ongoing observations that they store and use to update these assessments with. This provides a clear picture of how children are developing and progressing through the stepping stones. Staff continually support and extend children's learning in positive ways including children who attend with learning difficulties and/or disabilities and children who attend with English as an additional language. Behaviour is well managed, with staff implementing systems to reinforce good behaviour.

Children are interested, excited and motivated to learn. They are confident to try new activities, initiate ideas and speak in a familiar group. They maintain attention, concentrate and sit quietly when appropriate. For example, at registration children say good morning to one another and staff present within the large group, they sit with staff members to try out new activities and enjoy sharing information about what they would find when they were on holiday at the beach. Children respond to significant experiences, showing a range of feelings where appropriate. They have a developing sense of awareness of their own needs, views and feelings and are sensitive to the needs, views and feelings of others. They have a developing respect for their own cultures and beliefs and are learning about those of other people. For example, plans provide examples of activities where children discuss their feelings relating to specific events,

they also have an awareness of their own needs such as sharing when they are hungry whilst waiting for their lunch and when they need the toilet. Children form good relationships with other children and adults, working as part of a group, taking turns and sharing. Staff encourage children to be independent and be responsible for their own personal care. Children enjoy chatting with staff and their peers, they speak clearly and show awareness of the listener. They enjoy story sessions and rhyme sessions responding with enjoyment to these, extending their vocabulary and exploring the sounds of letters and words. Children use speech to organise and explore real and imagined experiences, ideas and feelings. For example, they share information about what they have done at home with their parents when they have been on their holidays, as this is their current topic. Children hear, say and begin to write letters and form words. For example, children spell out the letters of their name as they write them on their work with staff. Children understand that print carries meaning and is read from left to right. They show an understanding of the elements of stories and use story language when retelling narratives. They explore a range of words and texts, know how to use books for enjoyment and to locate information. For example, children enjoy using books within the book corner independently coming and sitting here to take time to look at the books available, turning the pages correctly and showing an awareness of print and pictures within books. Children write their names and attempt writing for a variety of purposes using different forms, such as, lists, stories and instructions. They write recognisable letters, generally correctly formed.

Children investigate objects and materials, using all their senses, they find out about and identify features of living things, objects and events they observe. They look closely at similarities, differences, patterns and change. For example, they participate in activities such as identifying and creating the life cycle of the frog. Children build and construct with a wide range of objects, select appropriate resources, tools and techniques to shape, assemble and join materials. For example, children use the construction area provided to access a variety of small and large construction toys and have opportunities to construct within creative activities such as junk modelling where they join things together using a range of different resources. Children use scissors to cut out shapes and stick a variety of materials onto pictures within their art work. They know about the uses of everyday technology and use ICT and programmable toys to support their learning. For example, children have daily access to the nursery computer, calculators and telephones available within the role play office area. Children find out about past and present events in their own lives and those of their families and other people they know through ongoing discussions within planned activities and within routine discussions undertaken with staff. They observe, find out about and identify features in the place they live and the natural world. Developing an understanding of their own culture and beliefs as well as those of others by celebrating a variety of different festivals and by having access to a range of resources that provide positive images of diversity. Children say and use numbers in familiar contexts; they count reliably up to 10 everyday objects and beyond. They recognise numerals and use developing mathematical ideas to solve problems. For example, children counted up to 16 then added one to make 17 as the date was the 17th and then worked out what numbers they needed to make 17 on their chart. Children use language to describe and compare shape, position, size and quantity. They talk about, recognise and recreate simple patterns, they use developing mathematical ideas and methods to solve practical problems. For example, children completed a shape recognition activity as a group within the snack time session.

Children move confidently, imaginatively and safely, with control and co-ordination. They travel around, under, over, through and enjoy using the climbing equipment. For example, within the outdoor play area which has a large climbing frame with slide and tunnel, they negotiate the space well when running around and using the bikes avoiding each other and obstructions present. Children recognise the importance of staying healthy and recognise the changes that

happen to their bodies when they are active. For example, children are aware that they are tired after they have been running around outside and that they now need a rest. Children use a range of small and large equipment such as, a climbing frame, large boxes, slide, balls and hoops. They handle tools, objects, construction and malleable materials safely and with increasing control. Children explore colour, texture, shape, form, and space in two or three dimensions. For example, within free painting, junk modelling, shape recognition activities and within collage. Children recognise and explore how sounds can be changed and sing simple songs from memory. They recognise repeated sounds and match movements to music within music and movement sessions. Children use their imagination in art and design, music, dance, role-play and stories. For example, children enjoy acting out scenes from nursery rhymes such as, 'there was a princess long ago'.

Children respond in a variety of ways to what they see, hear, smell, taste, touch, feel. They express and communicate their ideas, thoughts and feelings by using a widening range of materials, tools, imaginative play, movement, songs and musical instruments. For example, children enjoy mixing, kneading and making play dough and searching in the sand to find a variety of objects that they might find at the beach.

### **Helping children make a positive contribution**

The provision is good.

Children enjoy positive relationships with staff and each other. They are valued and respected as individuals. The nursery provides them with opportunities to expand their knowledge and understanding of equality, diversity and the wider world through the range of activities, experiences and resources that they provide. For example, children celebrate festivals from other cultures as well as their own within planned activities. Staff have a good understanding of equal opportunities that is reflected within their practice, policies and the opportunities they provide for children. For example, the nursery provides a written equal opportunities policy and written information on anti-discriminatory practice. Children are cared for by staff who work with parents and other agencies in order to meet the needs of the individual child and ensure they are included fully in the life of the setting, including children who attend with learning difficulties and /or disabilities and children with English as an additional language.

Children are encouraged to develop self-esteem and respect for others through staff implementation of the groups positive behaviour policy and by offering children lots of praise and encouragement. They are well behaved and staff encourage them to have care and concern for each other. Written behaviour policies shared with parents and implemented by staff reinforce positive behaviour and staff make children aware of their expectations through discussion, explanation and by promoting good behaviour. However, a specific member of staff within the nursery to oversee behaviour management issues is not currently identified. This means staff and parents do not have a central contact who is responsible for taking forward or advising on any behaviour management issues. Children benefit from the positive partnerships staff have developed with parents. They settle well and are comfortable because staff work closely with parents to gradually settle children into their new environment to ensure that the needs of the individual child are identified and met. Children's information forms are completed and individual routines for babies are implemented into the nursery day. Parents are made aware of how the setting operates through information in policies, procedures, information displayed on notice boards, newsletters and verbal discussions undertaken with staff. They are also kept informed about their child's day through baby diaries, toddler record sheets, pre-school meal information sheets and discussions undertaken with key workers at the end of the session.

Children's spiritual, moral, social and cultural development is fostered. The partnership with parents and carers in receipt of funding for early education is satisfactory. Parents are provided with information on display boards about current topics, learning intentions and activities that their child will be participating in that week. Daily verbal exchanges are also undertaken and the group complete assessment records that they share with parents on request. However, regular opportunities to share assessment records on children are not provided. This means potentially that parents are not fully informed about their child's learning and development. Parents are invited into the nursery to celebrate specific events and to participate in outings. However, parents are not provided with suggestions for activities that they can complete at home with their child, this leads to missed opportunities for parental involvement in children's learning.

## **Organisation**

The organisation is satisfactory.

Leadership and management is good. The two managers work well together aiming to continually improve on practice and develop the childcare and educational provision of the nursery. They ensure a continually suitable staff team is provided by implementing appropriate recruitment and vetting procedures, followed by induction procedures and a 12 week review to ensure staff suitability. Providing job descriptions, appraisals and staff have regular opportunities to attend training courses, such as, first aid and health and safety. A high level of qualified staff work within the group and a number of staff hold a current first aid certificate. Staffs, children's and visitors attendance is recorded and adult to child ratios maintained.

The nursery is well organised to meet the needs of children who attend. Staff support children well within the group, appropriately implementing a key worker system to enable staff to monitor individual children's progress and to liaise more effectively with parents. Consequently, children are happy, settled and enjoy their time there. Children in receipt of funding for early education are progressing and developing well because of the effective teaching methods implemented by staff. The nursery also undertake regular self assessments and use these as a tool to guide further development, with additional guidance and support from the management and early years team to ensure that their educational provision is delivered effectively. Regular staff meetings, staff appraisal and observations undertaken by supervisors help to ensure that the provision meets the needs of children who attend.

A wide range of written and verbal policies and procedures are used to promote the welfare, care and learning of children, such as, settling in procedures, child security systems and the equal opportunities policy. These are shared with staff and parents to keep them informed about the service and how children's well-being is promoted. All required documentation is in place and maintained. Overall the provision meets the needs of the children for whom it provides.

## **Improvements since the last inspection**

### **Care**

The provider agreed to address the following recommendations to devise and implement a system whereby every child is allocated to a member of staff who is their key worker; ensure children's access to the laundry is restricted at all times; ensure parents are made aware of Ofsted's contact number should they wish to make a complaint; ensure records are kept for appropriate time scales; increase opportunities for children to be active outdoors; update the emergency evacuation records to provide more detail of drills undertaken; ensure that the daily



record of attendance and information about staff training and qualifications are accessible and kept on the premises and to ensure equipment is in good condition and well maintained. In order to address these issues the provider allocates each child to a key worker during their induction; locks the laundry door and keeps the key out of reach; has displayed a poster with Ofsted's contact details and updated the complaints procedure; maintains records for appropriate timescales; increased opportunities for children to use the outside areas by providing umbrellas for use on rainy days for children to go out for short periods and increased activities available outside; new evacuation record sheets have been devised and implemented; signing in and out records and records of staff training and qualifications are now kept on site; and equipment is monitored and checked on a regular basis and is removed if necessary and replaced.

## Education

At the last inspection the provider was asked to evaluate and improve children's involvement and develop personal independence in meal and snack times; evaluate the effectiveness of large group story sessions and the impact on the children's learning and to evaluate planning processes to enable part-time children to participate in planned activities daily. In order to address these issues the provider has encouraged children to help distribute and make snacks, serve dinner and distribute cutlery; Children are split into smaller groups for story sessions and planning is more rigorous to allow all children to participate in planned activities each week.

## Complaints since the last inspection

Sine the last inspection Ofsted has received one complaint relating to National Standard 2: Organisation, National Standard 4: Physical environment, National Standard 5: Equipment and National Standard 7: Health.

An Inspector visited the setting unannounced, interviewed the provider, made observations and reviewed policies and procedures. This resulted in two recommendations to improve practice being given: one under National Standard 5, to ensure equipment is in good condition and well maintained and another under National Standard 14: Documentation, to ensure that the daily record of attendance and information about staff training and qualifications are accessible and kept on the premises. The Registered Person is required to have addressed these recommendations by the time of the next inspection. Ofsted can confirm that the Registered Person remains qualified for registration.

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.

## 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 satisfactory. 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 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):

- ensure all cleaning materials are inaccessible to children
- ensure all medication records provide details of the time medication is administered, parental signatures to acknowledge awareness of this entry and that medication entries remain confidential
- update accident records to provide a clearer record that includes details of treatment received following accidents
- identify named members of staff within the setting who have responsibility for behaviour management and child protection

### **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):

- extend opportunities for parents to be involved in their child's learning at home
- increase opportunities for sharing information about assessment with parents

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