

Smiley Faces DCN Ltd

Inspection report for early years provision

Unique Reference Number	EY292008
Inspection date	12 July 2007
Inspector	Patricia Webb
Setting Address	Limekiln Lane, Wellington, Telford, Shropshire, TF1 2JA
Telephone number	01952 250438
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Registered person	Smiley Faces Day Nursery 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 good.

WHAT SORT OF SETTING IS IT?

Smiley Faces Day Nursery has been registered since 2004. It operates under the governance of a private organisation and is sited in Wellington, Shropshire and is privately owned. The purpose-built premises are of a modular design with care bases for each age range of children and a fully enclosed outdoor play area.

The nursery is registered to care for a maximum of 48 children at any one time. There are currently 66 children on roll of whom 18 are in receipt of nursery education funding. The nursery is open Monday to Friday from 07:30 to 18:00, all year round.

The nursery supports children with learning difficulties and/or disabilities and children with English as an additional language.

The nursery employs 15 members of staff of whom 11 hold appropriate early years qualifications. The setting receives support from the early years team in the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop an understanding of being healthy as they follow consistent and familiar routines. Staff ensure that risks of cross-infection are minimised by employing robust procedures for nappy changing, toileting and gently reminding children about hand washing. Older children know that these routines are important in keeping them healthy as they explain about washing germs away. Accidents to children are handled very effectively by staff who hold current first aid qualifications and ensure that children are comforted and reassured at such times. The administration of medication procedures are followed and consent from parents is recorded for seeking emergency medical treatment and advice. However, there is a potential risk to children's well-being with regard to some medicines. Whilst senior staff obtain verbal permission from parents for staff to attend to conditions such as fluctuating temperatures and teething, the setting retains and administers its own supply of paediatric painkiller medicine rather than medication the parent has supplied for their individual child.

Children's individual dietary needs are met effectively having been discussed in detail with parents and carers. The external caterers supplying the meals work closely with the nursery management in providing healthy and nutritious meals offering vegetarian and specific alternatives as required. Children enjoy the social aspect of snack and meal times as staff join them round the tables chatting about the activities of the day and the foods they are eating. Older children discuss how milk is very good for growing strong bones and teeth 'cos the dentist lady told us'. They know about helping themselves to drinks of water, pointing out the labelled 'watering hole' where they freely access their drinks throughout the day. Babies enjoy similar routines as they sit together for their meals if they are taking solids. Otherwise, their meals and bottle feeding routines are carried out in line with their specific care plans having been discussed with parents. Children of all ages engage in simple cookery activities fully supported by staff who understand that such activities give them an understanding of where food comes from and what it contains.

Children have daily access to a safe and secure outside play area with access from each care base. Staff understand how important it is that children get fresh air and natural light daily as part of their routines. Babies and young children are developing their physical skills because staff use their knowledge of child development to plan activities that are age appropriate. For example, they enjoy using furniture to pull to standing and totter around the safe and inviting baby room. Older children negotiate space indoors and outside with increasing skill as they manoeuvre around obstacles and each other carefully. Their hand and eye co-ordination is developed through using tools, implements and cutlery with dexterity.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a bright and welcoming environment. The care bases are well ventilated, have fresh air and natural light with direct access to the secure and enclosed outdoor play area. Children's arrival and departure is carefully monitored by staff who follow the health and safety policies of the setting. Risk assessments are conducted both on a daily visual basis and in more detailed checks at regular intervals or when hazards have been identified. Building work adjacent to the setting has not been a problem due to checking by diligent staff. Older children are

becoming aware of their own safety as they discuss road crossing rules and participate in fire drills that are recorded appropriately.

There is a varied and plentiful range of resources and equipment available. In each care base they are arranged and presented to meet the developmental needs of the children and to encourage self-selection by all ages. Staff ensure that all equipment is clean and safe for the children to use.

Children's welfare is effectively safeguarded as staff have a sound knowledge of the child protection procedures. Some senior staff have a wealth of knowledge of this area of child care and support staff in developing their awareness of the signs and symptoms of abuse. Recent changes to the local authority procedures are reflected in the reviewed and updated policy referring clearly to the Local Safeguarding Children Board and informing parents of the nursery's commitment to acting in the best interests of the child at all times.

Helping children achieve well and enjoy what they do

The provision is good.

Children in all ages groups benefit from being cared for by staff who have a sound and informed knowledge of child development. They use the 'Birth to three' framework to inform their planning ensuring that children under three years of age have a range of activities designed to promote their all-round progress. For example, babies are encouraged to develop their head and body control as they play with toys and resources that require them to follow movement with their eyes and reach for shape pieces. Much delight is had as babies react to the pop-up shape sorters giggling with surprise and joined in their enjoyment by the staff. Older babies pull to standing and hone their early walking skills as staff support from behind and encourage their first steps. Some toddlers show skill in dexterous activity such as drawing. They are able to access various mark-making media encouraged gently by caring and enthusiastic staff, building warm relationships in order for children to feel settled and secure. For example, one child requires both of his comfort blankets to settle and staff ensure that they are both close by for his security. Staff take time to develop effective communication with babies and young children using eye contact, smiles and other facial expressions to engage children's attention. They also paraphrase some vocalisations encouraging children to repeat and perfect their linguistic development.

Observations are carried out effectively, referring to the framework they use and this helps to keep parents well informed about their child's progress and development. Children's individual abilities are recognised and acknowledged as they move through the nursery particularly as they proceed towards the pre-school group. Staff are able to overlap 'Birth to three' framework with the Foundation Stage to offer a more personal and seamless transition on to further learning and development. This ensures that children's starting points for each stage are understood and their programmes of activity are suitably prepared.

Nursery Education.

The quality of teaching and learning is good. Children make strong and solid progress towards the early learning goals. Staff have attended a range of training to enhance their knowledge of the Foundation Stage and understand how children learn effectively. Some staff use inspiring ways of engaging the children such as inviting some who are reluctant in having regular drinks of water to join them for some 'pixie juice'. Children delight in this and share their experiences with visitors excitedly explaining what this is and how it gives them energy.

Planning is clear and detailed focussing on individual learning and development of the children in the group. Learning objectives are fully understood by all staff including some of the students who receive guidance from experienced staff as they interact with the children. Staff show a keen understanding of how to be flexible with the planning, for example, they adapt some activities to take account of the different ways in which boys and girls participate in activities such as mark-making, early writing and dance and movement. Children enjoy circle time where they plan, do and then come back to review their achievements and activities during the sessions. Staff manage the differing age groups effectively at these times being mindful of the range of levels of concentration for the various children.

Assessment is clear and observations are collated effectively to identify any gaps in children's attainment or children who may require additional support. This is extended to include reference to what the next steps are for each child and such records are shared with parents regularly. Staff build on children's interests and encourage them to take their play further. For example, some children become deeply involved in a discussion about dinosaurs and where they lived as well as three girls developing intricate situations in the role play area as they plan a 'trip to the shops for our holidays'. Staff join in the discussion intuitively as children refer to books about dinosaurs and the girls draw up some lists for their shopping.

Staff use time and resources effectively in the pre-school as they cater for the children under three years of age as well as supporting the older, more able children. Staff use resources such as dolls and puppets to engage children's interest and concentration particularly when telling stories and discussing feelings and emotions. Children do initiate some activity for themselves but this is not always fully explored to offer more balance between such action and adult-led activity. This results in limited spontaneity in some activities. In particular, the use of the outdoor play area is not fully extended to offer opportunities for free access although when outside the children do enjoy their play as they access messy play, construction and organising games of football with staff taking part.

Most children behave well and understand the expectations of their conduct as they respond to support and direction from staff. Where some children require additional support in dealing with their feelings, staff are not always consistent in their management of behaviour as some of the methods used are limited. The recording of some incidents is not always carried out and this hinders how parents can become more involved in addressing the concerns in close partnership with the staff.

Children form strong friendships and join in co-operative play with each other as they develop their games. Older children take on the role of helper for the day enjoying the responsibility and explaining it clearly to visitors as, for example, they put on their aprons when setting the table for snack and meal times. Younger children receive some assistance from older children who direct them in how to extract the liquid soap and operate the hand drier when using the bathroom. Some very able children demonstrate a wide vocabulary as they initiate conversation with each other and chosen adults. They are articulate and develop detailed discussions such as exploring the 'mysterious beyonds where T Rex lives!' They select books for pleasure and relax in the comfy quiet area becoming absorbed in their stories. Staff draw their attention to linking and rhyming of sounds and letters during the routines of the day such as 'cheese, please' when choosing the spread for their toast at snack time. Some older children write their names skilfully forming recognisable letters as they name them correctly.

Children can count competently up to and including 30 as they discuss the date and months of the year. They use mathematical concepts in their everyday play as they choose other children

to be on their football team and choose clothes to fit the various sized dolls, knowing that some are too big for a particular character. Staff respond to their delight when they discover the small stripey caterpillars on the shrubs and rush in to find magnifying glasses knowing they will help to see them more clearly. They use the computer with little need for staff direction, waiting their turn and showing younger children how to manoeuvre the mouse accurately. They recognise their colours and shapes and use construction materials with imagination as they create tall towers and underwater houses submerged in the water trays. Role play is a favourite activity as some children become absorbed and play for extended periods in the travel agency, booking holidays for the callers or planning for their shopping trips. Such play enables children to develop their imagination and extend their fantasy experiences linking them with real situations.

Helping children make a positive contribution

The provision is good.

Children are cared for by a team of staff who know them well. Staff take time to discuss detailed care plans which are drawn up and regularly adapted for children under two years of age in order to acknowledge their on-going development. Children develop an understanding of the differing needs of others in society as they freely access a range of resources promoting positive images of diversity. They play with small world figures and look at posters depicting cultural groups and disability to promote anti-discriminatory practice. Skilled staff work with children to promote equality of opportunity using resources such as Persona dolls to address some key issues in a gentle and sensitive manner. Children have the opportunity to see signs and labels in different languages and scripts, learning to value and respect their own and others' backgrounds.

Children of all abilities and levels of development are included in the activities as staff demonstrate a sound understanding of the identification and assessment of learning difficulties and/or disabilities. Staff adapt activities and grouping of children to ensure that they are assisted and encouraged to reach their full potential with support. However, full inclusion is not quite so well developed where children may have developmental delay with their communication skills or where English is an additional language. Children's social, moral, spiritual and cultural development is fostered.

Staff are aware that some behaviour traits in young children are part of their developmental stages and some such as biting and snatching are borne out of frustration. Staff observe children endeavouring to identify trigger points in order to pre-empt such incidents. Older children have assisted in developing some of the 'rules' which indicate the desired behaviour looking at their actions in a positive way. Older children take pride in showing their reward stickers to visitors, understanding exactly why they received them.

The partnership with parents and carers is good. Interesting displays ensure that parents receive a wealth of information about the care and education of their children. Effective use of photographs of the children engaged in purposeful activity help to demonstrate how children learn and make progress through their everyday activities. The provision's policies and procedures are available for parents to read ensuring that they are kept informed of the operation of the setting. Their views are regularly sought through verbal discussions and questionnaires and any issues raised are dealt with effectively. They become actively involved in their children's learning and development through activities such as informing children of some professions such as nurse or police officer. Close links develop between home and nursery as they can take home a soft toy and plot the character's activities with the children in written form supported

with photographs. This makes an interesting record which children are eager to share with their peers and other adults.

Organisation

The organisation is good.

The children are cared for in a well-managed and effectively organised setting. The staff team is deployed well to ensure high ratios in order to support and supervise children ensuring their safety and welfare. The management team implements robust and thorough procedures for the selection, recruitment and vetting of staff before they take up their posts. This ensures that children are cared for by staff who are suitable to do so. Staff and students receive a sound induction into the detailed policies and procedures of the nursery to develop consistent and careful practice, successfully promoting the welfare of the children in their care. For example, all staff are required to attend core training in child protection, equal opportunities and special needs. Such practice ensures that all staff have a thorough grounding in key areas of child care, development and learning. The nursery has all the required documentation necessary for the safe and smooth running of the setting.

The leadership and management of the nursery is good. Staff are supported effectively by management who ensure they have a clear understanding of the National Standards, the "Birth to three matters" framework and the Foundation Stage. Careful monitoring by the management team helps to identify key strengths and weaknesses in the delivery of the programmes for care and education resulting in children making rapid progress in their development and learning. The management and staff are looking forward to developing the role of the setting in the newly formed children's centre and have plans to build strong links with health and education professionals in order to promote a holistic approach to the delivery of the service for children and their families.

Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, which inspected the care aspect of the service only, the setting was asked to improve the following; continue to develop the policies and procedures for the nursery, sharing them with parents; further develop the risk assessments; develop planning for children under three years of age; maintain accurate registers of attendance and ensure that parents sign records of accidents.

An action plan was put into place to address each of the issues. The policies and procedures are detailed and reviewed regularly. They are freely available for parents and carers to browse through as and when they wish. They now also countersign the accident records to indicate that they have been kept fully aware of their child's welfare and well-being. Risk assessments are carried out by diligent staff who understand their role in keeping children safe and secure.

Great strides have been made with regard to the delivery of the care and learning programme for the younger children. They use the 'Birth to three' framework effectively to plan an exciting and varied range of activities to promote children's developmental progress and learning. Registers of attendance are completed accurately and include times of arrival and departure, demonstrating the commitment to ensuring children's safety and welfare.

Complaints since the last inspection

Since the last inspection, there have been no complaints made to Ofsted that required the provider to take action.

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):

- review the medication policy to ensure that any medicines administered to children are supplied by parents and are named for the individual child
- develop effective strategies to promote inclusion with particular regard to non-verbal communication.

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 the use of the outdoor play area to extend the learning environment and offer more spontaneous access (also applies to care)
- extend the strategies for the management of children's behaviour to develop consistency and promote parental involvement.

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