

# Smiles Daycare

Inspection report for early years provision

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<b>Inspection date</b>	21/04/2010
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<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## Description of the setting

Smiles Daycare is run by Smiles Daycare Limited. It opened in 2003 and operates from rooms on the first floor above shops in Colchester town centre. Access to the premises is via a flight of stairs; there is a stair-lift for people with disabilities. A maximum of 26 children may attend the setting at any one time. The setting opens five days a week all year round. Operating times are from 8am until 6pm.

There are currently 48 children aged from 10 months to five years on roll. Children aged two to four years receive funding for early education. Children attend for a variety of flexible sessions or full day care. The setting serves the local community and surrounding areas. The setting supports a small number of children who have special educational needs and/or disabilities or who have English as an additional language. The provision is registered by Ofsted on the Early Years Register.

The setting employs eight staff, of whom six of the staff, including the manager hold appropriate early years qualifications. There are two members of staff currently working towards a recognised early years qualification and two staff working towards higher early years qualifications. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children and their families are warmly welcomed into the setting by the management and staff. They are making steady progress in all areas of learning and are mostly confident and appropriately supervised in the setting. All the essential policies and procedures are in place to promote children's welfare and safety. Effective relationships with parents ensure that staff find out about children's individual needs from the outset and activities are mostly planned according to their interests and capabilities. The setting has a self-evaluation process and areas for further improvement have been identified, which demonstrates a commitment to improve the quality of care and education provided.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review the balance of adult-led and child-initiated play within the daily routines to ensure that children have more access to purposeful, practical learning experiences and more time to persevere and concentrate on activities of their own choosing
- review and revise learning records to ensure that ongoing assessments are used and analysed more rigorously to identify gaps in children's learning and ensure sufficient challenge is provided for children's continuing development

- develop further the partnership with other settings that children attend within the Early Years Foundation Stage to support transitions and enhance continuity in children's care and learning.

## **The effectiveness of leadership and management of the early years provision**

Children are appropriately safeguarded because staff are aware of their child protection responsibilities. They know the steps to take if they have concerns about a child's welfare. The staff are vigilant about the security of the children and all visitors to the premises are closely monitored. There are important recruitment procedures in place to check that all staff are suitable to work in the setting. Relevant background checks are undertaken and staff normally ensure that any person who has not been checked is never left alone with children. The premises and play equipment are adequately clean. Risk assessments are routinely carried out on the premises and outings and are used to identify and minimise the potential risks to children's safety.

The management and staff have taken positive steps to improve outcomes for children and the recommendations from the last inspection have been addressed appropriately. All the written policies and procedures have been updated to meet the requirements of the Early Years Foundation Stage. Although there has recently been a high staff turnover, there is now a more positive team spirit developing amongst the new staff members. The staff are keen to attend training courses to develop their knowledge and understanding of how young children learn and keep updated on current health and safeguarding requirements.

Staff are starting to know the children well as individuals and support their learning appropriately. Systems are in place for children with identified special educational needs or those who speak English as an additional language to ensure that they are offered fully inclusive care and learning. For example, translation services are sourced and family members are invited to spend time in the setting to ensure that children settle comfortably into an environment where the language is unfamiliar to them. Children are learning to have a positive attitude towards people's similarities and differences through the examples set by the staff, and by using an appropriate range of resources that reflect positive images of diversity.

Children benefit from the good relationships between the staff and their parents. Very flexible care arrangements are offered to suit the requirements of each family. Important information is displayed on notice boards and in well-presented newsletters. Good quality verbal feedback is also given each day. Key persons have started to encourage parents to become involved by contributing observations of children's achievements at home. Parents' views and suggestions are also gathered through regular distribution of questionnaires. The partnerships with other settings that deliver the Early Years Foundation Stage are less well established. Although the staff have started making appropriate links with other nurseries and primary schools, systems to support children's transitions and enhance continuity in their care and learning are not yet fully developed.

## **The quality and standards of the early years provision and outcomes for children**

Children are beginning to learn about healthy lifestyles and the importance of fresh air and exercise. Although the setting does not have its own designated outdoor play area, regular outings are organised. Space is also created inside the premises, where children access larger apparatus and wheeled toys for physical play.

Children are developing an appropriate sense of safety. They understand the safety rules because staff explain to them about dangers, such as running indoors, and the possible consequences. Babies wear suitable harnesses as they comfortably sit in high chairs or pushchairs. On outings children learn about road safety and they wear high visibility jackets so that they are easily noticed. Most children understand the need for responsible behaviour and are learning important social skills such as sharing and turn taking. The staff demonstrate a willingness to working with parents to manage children's behaviour in a consistent way which promotes each child's welfare and development.

Staff treat the children with warmth and kindness, which helps them to develop self-esteem and a sense of belonging as they feel safe and secure. Babies have an individualised settling-in programme and sleep, eat and are changed according to their individual needs. Children approach staff to express their needs and are building friendly relationships with their peers. The majority of children are settled and happily take part in activities linked to all areas of learning within the Early Years Foundation Stage. However, sometimes the learning experiences offered to children at the start of the day do not capture the children's interest or inspire or challenge children to achieve as much as they can. There are also frequent times within the daily routine when children have overly adult-led tasks and limited opportunities for concentrating on the practical and purposeful activities that they have chosen for themselves.

The staff team are developing confidence in undertaking sensitive observational assessments and planning of activities to meet children's individual needs. However, ongoing assessments are not yet consistent for the different age groups. Learning records are not all regularly evaluated to identify gaps in children's learning or to ensure that there is sufficiently challenging activities planned to capture individual children's interest.

Children are given acceptable opportunities to develop the skills they need for the future. They are developing suitable problem solving, numeracy and literacy skills to enhance their future economic well-being. Comfortable areas have been provided so that children can play quietly or look at books for pleasure. Number rhymes are used so that children learn about calculation and they independently access resources that develop their knowledge of technology. Children enjoy using their imagination as they act out real life scenarios in the shop or investigate sensory materials such as play dough, shaving foam or gloop. They observe how things grow as they plant seeds for herbs and vegetables. When staffing arrangements are suitable children are taken on interesting outings in the vicinity. For example, they visit the nearby Natural History Museum and children also observe wildlife such as ducks and squirrels in the Castle Gardens. The youngest

children are also taken to the library for singing sessions. The setting is also taking part in the forest school programme and small groups of children have the opportunity to explore, experiment and investigate further in the natural world.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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