



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 218487

DfES Number: 539875

INSPECTION DETAILS

Inspection Date 06/01/2004
Inspector Name Julie Mary Preston

SETTING DETAILS

Day Care Type Full Day Care
Setting Name SMILEYS CRÈCHE
Setting Address DISTRICT GENERAL HOSPITAL
WESTON ROAD
STAFFORD
STAFFORDSHIRE

REGISTERED PROVIDER DETAILS

Name Smileys Creche Ltd

ORGANISATION DETAILS

Name Smileys Creche Ltd
Address Staffordshire General Hospital
Weston Road
Stafford
Staffordshire
ST16 3SA

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

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, for children from the local area and beyond.

There are currently 161 children aged from 6 weeks to 11 years on roll. This includes 12 funded 3-year-olds and 5 funded 4-year-olds. Children attend for a variety of sessions. The crèche supports children with special needs 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 one members of staff work with the children. Fifteen staff have early years qualifications. Five 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).

How good is the Day Care?

Smileys Crèche offers satisfactory care for children. A warm and welcoming environment is provided. Children are happy, settled and enjoy the activities and experiences provided. Most aspects of safety are satisfactory. Staff encourage hygiene practices for children.

A wide range of toys, equipment and furniture is provided to meet the individual needs of children attending. Adequate storage is available. Toys and activities are provided at child height to enable them to self-select. A range of rooms are available for children of different ages, with areas set aside for small group work, sleeping and messy activities. An outdoor area is available for children, however it is not used

daily.

Staff are aware of children's individual needs and children appear happy and settled. All staff are involved in the care of individual children. They do not have a specific key worker. Staff are committed to ongoing training to update their current knowledge and skills. Policies, procedures and records are provided, however some lack detail.

The setting has appropriate relationships with parents. Information is shared with parents daily, regarding the care and achievements of their child. Regular parental questionnaires and a parent's liaison group enables parents to be involved in the care their child receives.

What has improved since the last inspection?

Not applicable, as there were no actions raised at the previous inspection.

What is being done well?

- Management and staff are committed to updating their current knowledge and skills by attending additional training including an accreditation scheme.
- A balanced range of activities provided in each base room enables children to make progress in all areas of their development.
- The effective management of children's behaviour encourages children to behave well and show respect to staff and their peers.

What needs to be improved?

- the provision of an allocated member of staff for each child within their key group who is their key person
- the opportunities for children to be active outdoors
- the detail of fire evacuation records
- children's safety from access to the laundry
- details of the complaints procedure
- the retention of records.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Devise and implement a system whereby every child is allocated to a member of staff who is their key worker.
3	Increase opportunities for children to be active outdoors.
6	Update the emergency evacuation records to provide more detail of drills undertaken.
6	Ensure children's access to the laundry is restricted at all times.
12	Ensure parents are made aware of Ofsted's contact number should they wish to make a complaint.
14	Ensure records are kept for appropriate time scales.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Smileys Crèche offers good quality provision overall which helps children to make generally good progress towards the early learning goals. They make very good progress in mathematics, physical development, knowledge and understanding of the world and creative development. The setting supports children with special needs.

Teaching is generally good with some very good aspects. Staff manage children's behaviour well and engage in conversation that expands children's interests. Staff complete regular assessments and observations to identify the progress children are making towards the early learning goals and to plan for the next steps. Challenges for children are generally good, however children's independence is not fully extended during meal and snack times. Children are mostly well behaved and respond well to staff.

Staff have a generally good knowledge and understanding of the foundation stage. An appropriate range of activities and experiences are planned and are well managed. Activities are provided on a one to one basis and in small and large groups, however plans do not always take account of part-time children to ensure they have the opportunity to engage. Some group sessions are also too large and do not always allow individual children to make progress.

Leadership and management of the setting is very good. Two part-time managers support each other well. The setting demonstrates a commitment to the care and education of children by working towards a recognised accreditation scheme.

Partnership with parents is generally good. Parents are informed about the setting's ethos and curriculum. Parents are provided with regular information about the care and progress of their child, however opportunities for parents to participate in their children's learning at home are limited.

What is being done well?

- Children have good relationships with staff and others and work well together, sharing and taking turns. Children interact well, have extended discussions, listen well and respond with enjoyment to song and rhyme sessions.
- The programme for mathematics helps children to develop their understanding of number well. Children demonstrate that they have an understanding of shape, size and pattern that is reinforced during free play sessions.

- There are plenty of opportunities for children to develop their understanding of the world in which they live. Children participate in discussions and activities relating to their own lives and experiences. Planned activities give children opportunities to find out, explore and identify features to be found in the natural world.

What needs to be improved?

- opportunities for children to develop their personal independence during meal and snack times
- the grouping of children in some activities to allow all children to make progress
- the planning to ensure part-time children participate in planned activities
- opportunities for parents to be involved in children's learning.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested, confident and motivated to learn. They behave well in the main and have good relationships with adults and their peers working well together as part of a group. Children show independence in caring for their personal needs and in self selecting resources and activities during free choice sessions. Children are not fully helped to develop their independence during meal and snack times.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Most children are confident and fluent speakers and engage easily in conversation with each other and adults, listening well and responding with enjoyment to song and rhyme sessions. However, all children cannot engage fully during stories due to the large group organisation. Children develop their pre-reading skills as they absorb themselves in books and see familiar words around the room. Children make marks, form letters and are beginning to use writing for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use number well, during everyday routines. Three-year-olds are able to count reliably up to five, whereas four-year-olds count reliably up to twenty. Children develop an understanding of shape, size, pattern and quantity through practical activities such as pattern cards, compare bears, free choice and planned activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children build and construct using a variety of small and large equipment. Children find out and explore the natural world through indoor and outdoor activities. Children frequently talk about past and present events in their lives through news sessions. Children learn about the lives of others through planned activities and discussion sessions. Daily availability of everyday technology and the computer assists children to learn about information, communication and technology.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have a wide range of equipment to use inside and outdoors and staff encourage children to be active. Children develop co-ordination, balance and climbing skills through the use of the outdoor area and movement sessions. Children learn about the importance of hygiene through daily routines. They handle tools, objects, construction and malleable materials safely and with increasing control.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are provided with regular opportunities to explore colour, shape, texture and form within planned and routine activities. Children express their ideas and thoughts through a variety of activities such as role-play, painting, collage and with the use of natural materials and movement. Children sing and use musical instruments to develop their understanding of rhythm and promote their enjoyment.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Increase children's involvement in meal and snack times to develop their independence.
- Evaluate the effectiveness of large group story sessions and the impact on children's individual learning.
- Improve planning to enable part-time children to participate in planned activities daily.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.