

# Smiley Faces

Inspection report for early years provision

---

**Unique reference number** EY234865  
**Inspection date** 18/10/2010  
**Inspector** Kelly-Anne Eyre

**Setting address** Bedford Gate House, Station Road, Thorney, Peterborough,  
Cambridgeshire, PE6 0QE

**Telephone number** 01733 271076

**Email**

**Type of setting** Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## 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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Smiley Faces Day Nursery was registered in 2003 and is privately owned. It operates from five main rooms in a converted building within the grounds of the Bedford Estate, in the village of Thorney, near Peterborough, Cambridgeshire. All facilities and rooms used by children are located on the ground floor. Children have access to the fully enclosed outdoor play area.

The setting receives funding for early education. It is open each weekday for 51 weeks of the year and sessions are from 8am to 6pm. The setting is registered on the Early Years Register to provide 37 places and there are currently 55 children attending who are within this age group. The setting serves a wide catchment area. A small number of children attend other settings such as local pre-schools. The setting is able to support children with special educational needs and/or disabilities and those who speak English as an additional language.

The setting is also registered to offer care to children aged over five years. This provision is registered by Ofsted on both the voluntary and compulsory parts of the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. There are currently no children on roll in this age range.

There are 11 staff members. Of these, 10 hold relevant childcare qualifications and one staff member is currently working towards a qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Managers and staff have a positive approach to self-evaluation, using thorough procedures to support the continuous review of their practice. This enables them to prioritise improvements and provide a service which is responsive to the needs of children and their families. Good procedures for working in partnership with parents and carers mean that staff build a clear understanding of each child's needs. They can, therefore, ensure that these are consistently met and children are included in all activities. Caring staff interact well with the children, promoting their self-esteem and confidence.

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

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

- develop further the assessment procedures to include an initial assessment of children's starting points in order to inform the initial planning to meet children's development and learning needs
- ensure that the risk assessment covers anything with which a child may come into contact. This refers to hazards in the outdoor play area.

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

The setting's thorough safeguarding procedures ensure that children's welfare is consistently promoted. Clear policies and ongoing training mean that staff have a good understanding of this area, enabling them to work together to protect children. Robust checks are carried out to ensure that all staff are suitable to work with children. Staff carry out daily checks and there are generally effective risk assessments in place, promoting children's safety. However, this is not fully promoted as some hazards in the outdoor play area are not included in the risk assessments. Specific activities and ongoing explanations from staff help children to develop a good understanding of safety issues. For example, children helping to prepare the snack explain how to use knives safely.

Managers have a clear vision for the future and meaningfully involve staff and parents in reviewing the setting's practice. The development of practical action plans means that staff are able to prioritise and implement appropriate changes and thereby improve the outcomes for children. For example, recent changes include the introduction of additional heuristic play resources, thus offering children further opportunities to explore shape, colour and texture. Staff work well together and are offered support in attending further training. This creates a positive environment, where children feel happy and secure. They are offered an extended range of opportunities as staff make good use of local resources. For example, children visit the park and nearby shops and enjoy visits from the fire service.

Staff and managers demonstrate a good understanding of the concepts of anti-discriminatory practice, supporting them in offering a service which is inclusive for all children. They review and adapt their practice according to the needs of the children. This means that children are meaningfully included and are well integrated. Children's self-esteem and sense of belonging are promoted as staff take time to get to know them, thoughtfully including their interests in the activity planning. Parents receive appropriate information about the setting and are well informed of their child's progress and activities, for example, through daily diary sheets, newsletters and parents' evenings. Consistency of care is further promoted as the setting has good procedures for working with others. For example, they exchange information and work closely with the local lower school so that they can help prepare children for this transition.

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

Children make good progress in their learning and development because staff have a secure understanding of the requirements of the Early Years Foundation Stage. They implement practical procedures for assessing children, actively using the information gained from assessments to inform both individual and group activity planning and thereby promoting children's development. However, this is not fully

promoted as the assessment procedures do not include an assessment of children's starting points in order to inform initial planning. Staff take time to get to know the children and build trusting relationships with them. Children respond positively to this and their behaviours show that they feel safe. For example, they independently choose resources and actively choose to include staff in their play and discussions.

Good settling-in procedures mean that children settle well and feel welcome. Staff work with parents and carers to find out about children's home routines, adhering to these as much as possible. Good staff interaction means that children are encouraged to develop their own play and ideas but are offered appropriate support in this. For example, children engaged in role play are offered additional resources to enhance their play; they become engrossed in this and are inspired to select their own resources independently and to include other children in their imaginary scenario. Experiences such as these provide opportunities for children to develop their creativity and gain valuable social skills as they negotiate and learn to work together.

The easily accessible resources mean that children are able to extend their own play and thereby become active in their own learning. For example, children playing with sand experiment by putting this into different containers and choosing glitter to mix with it, going on to discuss the different colours they have made. The thoughtful planning of resources for babies and young children means that they have opportunities to explore and experiment. An example of this is the provision of treasure baskets; babies thoroughly enjoy exploring the numerous textures and sounds of the items in the baskets, laughing as a staff member shows them how to hide and retrieve the objects.

The setting's consistent approach to behaviour management reinforces children's sense of security and supports them in developing a good understanding of appropriate behaviour. Staff offer children ongoing explanations and encourage them to understand and respect each other's feelings. Children's understanding of diversity is developed as they access relevant resources and participate in associated discussions and activities. For example, they take part in discussions which encourage them to recognise their own characteristics and those of others. The setting's good procedures for working with parents and other professionals mean that they are able to adapt activities and offer appropriate support to children who have special educational needs and/or disabilities and those who speak English as an additional language.

Children are gaining a clear awareness of the relevance of good health practices. They wash their hands before eating and can explain the reason for this. Their understanding of the relevance of healthy eating is promoted through ongoing discussions with staff and specific activities. For example, children work through the alphabet, thinking of a different healthy food option for each letter. Children have opportunities to learn about the uses of information and communication technology and thereby gain further skills for the future. For example, older children use a laptop computer, competently choosing and completing the programmes. Children of all ages are encouraged to solve simple problems as they

play. For example, young children rolling tins on the floor are encouraged to think about why the round tins roll more effectively than the octagonal ones.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

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

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met