

Smiley Dayz Children's Nursery Limited

Inspection report for early years provision

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Inspector Abigail Cunningham

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Type of setting 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

Smiley Dayz Children's Nursery Limited is privately owned and was registered in 2010. It operates from four playrooms within a converted house in Tingley, Wakefield. The nursery serves the local and surrounding areas and has started to make links with a local children's centre, school and college. The ground floor of the nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 8am to 6pm. Children are able to attend for a variety of sessions. A maximum of 35 children may attend the nursery at any one time. There are currently 54 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register. The nursery provides funded early education for three- and four-year-olds. The group supports children who speak English as an additional language.

The nursery employs eight members of child care staff. Of these, five hold a level 3 qualification and two staff are working towards a qualification. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery is currently meeting most of the requirements and is committed to making the necessary adjustments, such as, improving risk assessment procedures. Self-evaluation identifies priorities for improvements and the beneficial impact on the children's welfare, learning and development is evident. The staff are currently in the process of developing links with the children, parents and other local childcare providers. The children make satisfactory progress in their learning and development. They are developing a positive approach to being healthy and have regular opportunities to practise their physical skills.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- take all reasonable steps to ensure that any hazards in the staff toilet are kept to a minimum (Suitable premises, environment and equipment). 11/03/2011

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

- continue to develop partnerships with other childcare providers
- provide opportunities for children to find out about the local community

- organise the lunch time routine, so that the children's independence skills can be further developed.

The effectiveness of leadership and management of the early years provision

Adults are suitable to work with children as all of the required checks have been carried out on the owner and the staff. Staff have attended safeguarding training, they know to record any concerns and to seek advice where necessary. The children are supervised at all times, unauthorised persons are unable to gain entry to the premises and there is a record of visitors. Written risk assessments have been undertaken and reviewed. However, not all hazards in relation to the staff toilet have been identified and minimised, which does pose a risk to the children's health and safety and is a breach of requirements.

Self-evaluation is undertaken by the nursery owner and manager, who have clear priorities in place for future improvements. Plans are well placed to bring positive outcomes for children, for instance, these include growing vegetables with the children, to promote being healthy and the children's knowledge and understanding of the natural world.

Parents receive regular information via the children's daily information books and verbal feedback from the staff. Parents are provided with adequate information about the early years provision; for example, parents can look at the settings policies and procedures on the nursery's website. The setting has started to communicate with other childcare providers who are also supporting children who attend the nursery. Although, these links are not fully effective as they have not made contact with all of the other settings. The setting has also started to develop links with the local college and high school, for example, students from the local high school attend work placements at the nursery.

The staff adequately support children who speak English as an additional language, for instance, they find out about the child's home language, any significant words and have provided dual language books to develop the children's communication skills. The children are beginning to develop a positive attitude to others. This is because the children enjoy playing with a broad selection of resources which reflect positive images, such as, books, dolls and dressing up clothes. They also learn about interesting events, such as Chinese New Year. However, the children have limited opportunities to find out about their local community.

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

The nursery employs a cook, who has completed food hygiene training. The menu is displayed for parents to see. Meals are prepared and cooked on the premises, such as chilli-con-carne and cous cous. The children are active and they enjoy playing outside. They play outside in all weathers; for instance, when it is raining

they play under the covered area. All the babies that are currently attending the nursery are mobile and can either crawl or walk. They can pick up and throw balls. They also like to climb up and go down the small slide and have fun on the rockers. The children adopt healthy habits, as they cooperate with hand washing and teeth brushing routines.

Children are beginning to learn how to keep themselves safe because the nursery has devised a fire evacuation procedure, which has been practised with them. The staff are taking appropriate steps to ensure resources and that the environment is sustainable. For example, the children are encouraged to handle toys and books appropriately and they are also involved in recycling products.

Activity planning responds directly to children's individual needs, interests and stages of development. The system is easy to follow and all staff working with the children know how each part fits together. Children's records show their achievements and progress. Observations are linked to the six areas of learning and identify what needs to be included in planning for children's individual progress. Monitoring systems have recently been introduced to help staff identify any gaps in the children's learning.

The children are happy, settled and enjoy learning; for example, a group of young children became very excited when it was time to get ready to play outside. Activities are presented in an interesting and thoughtful way and the children have daily opportunities to be involved in messy and creative play. This is throughout all age groups, such as babies playing with the sand, corn flour, dough and paints. The children are making satisfactory progress in their learning and development. For example, young children can recognise and name primary colours. There are regular opportunities for children to make connections and link sounds to letters. For instance, while playing with the alphabet cards, the children enjoyed recognising and correctly naming the apple, alligator and ball.

The staff are positive role models, as they are friendly, approachable and they consistently give the children lots of praise and encouragement. As a result, the children are well behaved, for example, young children use manners when prompted to do so. They also enjoy singing the 'please and thank you' song. The children like doing everyday tasks for themselves; for instance, they are eager to put on their own outdoor shoes on with no help from adults. During snack time, the children do help themselves to food and drinks. However, the lunch time routine limits the children's independence.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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