

# Smiley Faces DCN Ltd

Inspection report for early years provision

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<b>Unique reference number</b>	EY292008
<b>Inspection date</b>	01/06/2011
<b>Inspector</b>	Patricia Webb

<b>Setting address</b>	Limekiln Lane, Wellington, Telford, Shropshire, TF1 2JA
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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*.

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.

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## Description of the setting

Smiley Faces Day Nursery has been registered since 2004. It operates under the governance of a private organisation and is sited in Wellington, Shropshire. 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 open each weekday from 7.30am to 6pm all year round. The nursery supports children with special educational needs and/or disabilities and children with English as an additional language.

The nursery is registered to care for a maximum of 50 children under eight years of age, all of whom may be in the early years age range. There are currently 79 children on roll in the early years age group. The nursery is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The nursery employs 13 members of staff, all of whom hold appropriate early years qualifications, including some staff with degree level qualifications, qualified teacher status (QTS) and Early Years Professional status (EYPS). Additional housekeeping staff are employed. The setting receives support from the local authority and is a member of the National Day Nurseries Association (NDNA).

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are making extremely strong progress in their development and learning in this stimulating setting. Staff support each child to ensure that they enjoy their time and work towards achieving their full potential, whatever that may be. Passionate leadership and management govern an enthusiastic staff team, and a firm commitment towards ongoing improvement is evident. The process of evaluating the impact of practice on children's outcomes is effective in analysing and prioritising areas for further development. Consequently, children's achievement is very positive in all areas of the Early Years Foundation Stage.

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

To further improve the high quality early years provision the registered person should consider:

- extend the opportunities for children in the toddler base to develop their independence further, with particular regard to the meal time routines.

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

Inspired and passionate commitment from management motivates the staff team to work collaboratively in order to offer diverse opportunities for children to achieve. At the heart of the practice is the strong emphasis on safeguarding and keeping children safe. Clear procedures are confidently followed by trained staff who understand their roles and responsibilities in protecting children and responding effectively should they have any concerns. Stringent arrangements are in place for the recruitment and selection of staff, who undergo robust checks from the management in order to ensure suitability, qualifications and skills. Further attention is given to ascertaining staff's ongoing suitability through the rigorous appraisal system. Children's safety and welfare are further assured through the highly effective process for identifying and minimising hazards to children on and off the premises. Consequently, children are able to participate in activities in a safe and secure environment where staff are able to encourage them to engage in some activities that require them to undertake simple risk assessments for themselves, such as in the use of tools and exploring their surroundings.

A vast range of equipment and resources are effectively presented to encourage children to become independent learners. Equipment is checked regularly for safety and suitability, with a selection of commercial resources and found items, such as tyres, made available for children's play. The layout of the premises is regularly observed and reviewed if necessary to enable every child to access equipment and activities to enhance their enjoyment and development. This is particularly effective when assessing inclusive practice, as risk assessments and planning take account of specific additional needs for some children. Excellent use is made of the outdoor areas as additional learning environments and children enjoy free-flow activity in most weathers. In the toddler base, opportunities for enabling children to extend their independence in self-care are not always fully capitalised on, such as during lunchtime routines.

There is an extremely positive approach to continuous improvement as self-evaluation is honest and reflective. Using a range of strategies, the management team observes and assesses the impact of practice on children's outcomes. The managers are confident and self-critical in their assessments and confidently identify any potential inconsistencies as they involve staff, parents and carers and the children in leading the vision for future practice. For example, having observed that one window area was not being accessed by the children, various activities and resources were used to encourage more frequent visits to the space so that children took in their environment indoors and outside.

The setting has developed highly respectful and effective partnerships with other agencies and professionals, including multi-agency working with the nearby children's centre and schools. This promotes a consistent approach to ensuring children's needs are identified and addressed, with broader support for families where necessary. Staff work with parents and carers, developing a trusting partnership and involving them in all aspects of their care and early education.

Parents share their 'hopes and dreams' for their children as staff develop the environment and use of resources to contribute to these philosophies.

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

Staff have an extremely sound knowledge and understanding of the Early Years Foundation Stage and how children learn most effectively through play and experiences. Some children demonstrate exceptionally strong progress in developing skills for the future. Staff constantly review and adapt the observation, assessment and planning systems to ensure that individualised programmes are effective in building on children's innate skills, interests and potential given their varied starting points. Where some children require additional support, staff work very closely with parents, carers and other professionals to adopt a collaborative approach to developing their next steps. For some children these steps are plotted with their age and levels of ability acknowledged, enabling every child to achieve, no matter how small the milestone.

Children delight in their activities and learning. Babies and young toddlers explore textures and tastes as they make marks on the glass doors using jam. They become animated and excited as the circles and daubing gets more adventurous. Some older children and more able children show excellent levels of achievement in communication, language and literacy as they form recognisable letters and words, create labels and signs around the setting and ask adults which letters spell some words. Throughout the setting, staff are working highly effectively to promote communication using various frameworks, such as Every Child A Talker (ECAT). This is reflected in the planning as staff recognise that early communication starts with making eye contact and using various facial expressions with babies, up to older children writing their signs and using language to express their ideas and needs. Non-verbal strategies are used effectively and consistently in the setting, supporting children and families for whom English is an additional language and those whose speech is developing.

Imaginative play takes place organically in every area as children create their own games, stories and ideas. Using actual building bricks, children create their brick robots and consider how they would move and what the well-dressed robot would be wearing. Exploring their environment, children discover plants and insects and are encouraged to use the whole range of senses. During a wander in the nearby meadow, toddlers discover the different sizes and colours of the various plants and consider how to cross the wooden foot bridge safely. Effective questioning and use of a wide vocabulary from staff enhances the learning opportunities during such activities. Children consider why the water in the stream becomes cloudy as they splash through in their boots and drag water into their buckets. Older children dig with gusto and effort as they endeavour to locate the 'pirate treasure' and discover the various stones, rocks and dinosaur toys hidden within.

Babies and toddlers squeal with delight as they spot the visiting ducks, Daisy and Donald, flying in from the adjacent lake to sample the discarded toast crusts after breakfast. Children grow plants and tend for nursery pets, becoming aware of the

needs of others as well as themselves. Older children tend to their own care needs with confidence and understanding. At lunch time, pre-school children practise familiar routines as they clear their plates, discard any left over food and manage their personal care. This is not quite so embedded in practice for the older toddlers, although other opportunities for promoting independence are evident in their selection of activities and resources.

Children behave exceptionally well, taking their lead from the positive role models offered by the staff. Kindness and consideration for the needs of others are key elements in the strategies used consistently to encourage positive behaviour. Consequently, children respond with pride to the well-earned praise and acknowledgement given for their efforts as well as their actual achievements. Their health and well-being are promoted very positively as they access fresh air and outdoor activity during all but the most inclement of weathers. They understand the benefits of being active and enjoy balanced and nutritious snacks and meals in a social environment. The achievements and progress children make in this setting are due to the clear vision and motivation that starts with the management and cascades down through the staff team to the children who are eager and inquisitive learners developing key skills for their future.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **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