

Smiley Faces

Inspection report for early years provision

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Inspector

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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 Faces Day Nursery originally opened in 2008 and re-registered in 2011. It operates from one room within Bourne Methodist Church, Heath Hayes, Cannock, Staffordshire. There is a ramped access to the setting and a secure outdoor play area is available for all children to share. The setting serves the local community.

A maximum of 24 children may attend at any one time. There are currently 34 children on roll, all of whom are within the early years age range. Of these, 19 children receive funding for early years education. Children attend for a variety of sessions. The setting is open each week day from 8.30am to 3pm all year round and is registered on the Early Years Register. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs five staff all of whom hold appropriate 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 good.

The staff provides a calm environment where children are happy and confident. Children are valued, which ensures their individual needs are effectively met. Space and resources are well-organised to provide a varied range of activities that help children make good progress in their learning and development. Staff work in close partnership with parents and other agencies. Documentation is regularly reviewed and most procedures are effective. The staff regularly evaluates the service provided. This ensures that the setting fulfils its vision to provide a good quality standard of care for children and their families.

What steps need to be taken to improve provision further?

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

- develop further observation systems and review assessment methods in order to plan the next steps in a child's developmental progress
- improve hand washing arrangements to ensure that necessary steps are taken to prevent the spread of cross-contamination.

The effectiveness of leadership and management of the early years provision

The staff are aware of their responsibilities to keep children safe. They are fully aware of the procedures to follow should they have a concern about a child in their care and have attended safeguard or child protection training to ensure their knowledge is up-to-date. Staff are well deployed to ensure ratios are met and

there are robust employment procedures in place to check staff suitability. Indoor and outdoor space is organised creatively so children can choose to access areas and resources offering different activities to extend their play and develop their independence. The staff assess potential risks to children both indoors and outdoors and put procedures in place to minimise these at all times. There are clear procedures to ensure children are collected only by authorised people. For example, passwords are used when necessary for extra protection. Thorough procedures are in place to ensure children are safe when on outings. For example, the staff obtain written consent from parents allowing them to take the children off the premises and they take appropriate information with them including parent contact numbers in the case of an emergency or accident.

Staff work well as a team and are passionate about raising outcomes for children. All staff hold an appropriate early years qualification and staff attendance at training opportunities are proactively implemented through effective appraisal systems. The staff have a strong attitude to the further development of the setting and through their process of self-evaluation they have identified their key areas for further improvement. Staff work effectively with other professionals and have formed good links with the local schools to ensure the transition for children from the setting to school is less traumatic.

The staff place great value in ensuring that parents develop a strong sense of belonging to the setting and have a say in the care and well-being of their children. As a consequence, relationships with parents are good. The staff seek parental opinions and input on a regular basis via the use of questionnaires to enable them to monitor and develop the service provided. The staff also make themselves available to feed back to parents each day and children's individual learning story's aid communication about the care and progress of their children. There are a range of policies and procedures available for parents to view including one for complaints and documentation is stored appropriately to ensure confidentiality is maintained.

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

Children receive a good level of care because the experienced, qualified staff work closely with individual children and their families. Children enjoy their time at the setting and good, warm and caring relationships between staff and children are evident. Children are valued and the staff help them to feel good about themselves by frequently providing positive support, praise and encouragement, whilst managing their behaviour well. This helps build children's self-esteem. Most children enter the setting enthusiastically. Those who are a little unsure soon settle with the help of their key worker. The staff group children effectively, into small groups. This promotes consistency and enables staff to build effective relationships and get to know individual children well. This helps to ensure children feel secure and confident with their carers.

The staff have a secure knowledge of the Early Years Foundation Stage and plan a variety of stimulating and interesting activities to ensure that the children have

fun. They take into account the children's varying ages and abilities and the daily routine ensures that children's needs are well met. There is a good balance between adult-led and child-initiated activities and children demonstrate that they are keen to participate in the activities and select tasks independently. The staff clearly demonstrate that they know the children well. They regularly observe children as they play and make notes. However, some of the recordings are too brief and therefore the information gained is not sufficient to help plan the next steps in children's learning.

From the time the children arrive at the setting they are eager to explore whatever is available to them. They enjoy engaging in role play and helping each other to dress the dolls. They have great fun outside in the well-equipped outdoor area digging in the soil, manoeuvring the push along toys and wheeled toys around the available space and chasing and splattering bubbles. Children's social skills and ability to communicate with others are rapidly enhanced. For example, children eagerly join in group time and keenly talk about the weather, the month and past events, such as holidays. Lots of opportunities are provided for children to participate in craft activities such as printing, painting, cooking and play dough. Children concentrate well when listening to familiar stories and the well presented book area helps to encourage their love of books. Most children correctly identify their names and good opportunities are provided for children to improve their early writing skills. Well presented displays and posters around the setting ensure that children see letters and words in print. Children are encouraged to develop their simple problem solving skills through daily routines and the staff spend time playing and talking with children and helping them to learn. Children learn through hands-on experiences. For example, the staff make good use of questioning during group time as they challenge children to recognise and feel the different objects that are hidden inside socks. Children explore living things from plants to insects. They have planted tomatoes, strawberries and potatoes and observed them as they grow. Children are learning to respect each other and through a variety of planned activities, toys and resources they are becoming aware of diversity.

Children learn about keeping themselves safe through the discussions and activities provided. They regularly join in fire evacuation practises to ensure that they know what to do in an emergency and they are becoming aware of road safety. Children are encouraged to follow good hygiene routines and know when to wash their hands. However, after craft activities children use the same bowl of water to wash their hands, therefore as a consequence this does not ensure the risk of cross-contamination is reduced. There are good arrangements in place to care for children who are ill and staff are trained in administering first aid. Children's independence is encouraged as they help themselves to their own drinks and serve themselves from a variety of healthy snacks including, fresh and dried fruit, salad and crackers. Children's lunch boxes are stored appropriately and meal times are relaxed social occasions when children and staff sit together to enjoy each others' company.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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