

Smileys Creche

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare - Non-Domestic

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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

Smileys Creche opened in 1996 and operates from a purpose-built building in the grounds of Worcester Royal Hospital, close to Worcester city centre. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 50 children under eight years may attend the creche at any one time, of whom 24 may be under two years. The creche is open each weekday from 6.45am to 6pm all year round. All children share access to a secure, enclosed outdoor play area.

There are currently 71 children on roll. The creche provides funded early education for three- and four-year-old children. The creche offers childcare solely for use by Worcester Royal Hospital Trust staff; it supports children who speak English as an additional language and for children who have a special educational need and/or disability. The creche employs 16 members of staff; of these, 11 hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are making strong progress in their learning and development because the staff recognise that all children are unique and they routinely meet the majority of their individual needs. Strong emphasis is given to safeguarding, to ensure the continuing welfare and happiness of the children. Purposeful steps are taken to help the children's understanding of differences in the society in which they live. The organisation is given high priority in most areas. Partnerships with parents and other providers who deliver the Early Years Foundation Stage are used to promote high quality education and care. A successful method of self-evaluation aids the staff to make continuous improvements.

What steps need to be taken to improve provision further?

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

- ensure the children have daily access to the outdoor environment, unless weather conditions make it unsafe, to offer them freedom to explore, to use their senses, and be physically active and exuberant
- prevent the children from access to any laundry facilities that are provided on site.

The effectiveness of leadership and management of the early years provision

Staff successfully safeguard the children in their care, as they are fully aware of child protection issues. They are knowledgeable about the procedure to follow

should they have concerns and to avoid delay in seeking further assistance if required. They complete regular training and have the support of a designated person who is able to offer sound advice. Robust employment procedures ensure the suitability of adults working with the children.

The staff and parents share a strong relationship for the benefit of the children. Good quality information about the creche is readily available to keep parents informed about aspects of its work. This also ensures that parents have coordinated, up-to-date, accurate and timely information. Parents are kept up-to-date about the children's learning and are encouraged to continue their learning at home. Parental views and opinions are sought through, for example, questionnaires, which helps the staff to reflect on their practice through a successful method of self-evaluation, with the parents and children contributing their ideas and working as a team.

The manager has a clear vision about the improvements she would like to make. She successfully inspires her staff, which results in them continuing their learning and updating their knowledge, which results in them bringing new and exciting ideas to the nursery. She embeds ambition and motivates her staff, resulting in high morale, which has a positive effect on the children's feeling of safety and security. The staff use and manage their resources indoors to meet the needs of the children. Furniture, equipment and resources are of high quality and are suitable in supporting learning and development. However, the provision's laundry facilities are within the children's reach.

The staff actively promote equality of opportunity. They encourage both the girls and the boys to use all the toys and resources available. They present activities in different ways to allow children of different ages and abilities to participate. They provide the children with a wide range of resources that reflect positive images of diversity, such as dressing-up clothes, dolls, books and jigsaws.

The staff are actively developing wider partnerships, which contribute well in supporting individual children's needs. The staff are highly motivated towards aiding the children's transition into school, so they invite local teachers to meet the children. The staff also have a strong relationship with other early years settings that children also attend. This benefits the children, as it encourages consistency and continuity of care.

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

The staff promote the children's learning and development, as they have good knowledge of the Early Years Foundation Stage. The welcoming environment reflects the children's backgrounds and the wider community. Detailed policies and procedures help to ensure the children are protected and supported. Good deployment of staff results in a high adult:child ratio, enabling the staff to spend the majority of their time working directly with the children. High-quality planning ensures that the majority of children's individual needs are met, and they are suitably challenged by the learning experiences provided. The children are making

a positive contribution; they display confidence and have good levels of self-esteem and they build strong relationships with their friends as well as the staff. They learn to respect each other and to accept each other's differences. They are developing their skills for the future because they are making good progress in communication, literacy, numeracy and skills relating to information technology. The children are happy to play alone, as well as with their friends, and are learning to resolve situations by themselves.

The children have many opportunities to learn how to lead a healthy lifestyle, such as growing their own tomatoes and peas, which they enjoy tasting. They make healthy choices about what they eat and drink for snack and demonstrate effective hygiene practices when preparing for lunch. The children are very active indoors, but not all have daily access to the outdoor play area during inclement weather. Babies and children appear content and settle swiftly because their health and dietary requirements are met.

The children and staff share a warm and affectionate relationship, which creates a feeling of safety. Each child has a key person who knows them very well and who successfully supports their learning and development, and promotes their welfare. The older children in particular have a good understanding of how to remain safe when engaging in everyday activities. For instance, they learn how to use scissors safely, so they become increasingly able to use them on their own. The staff are good role models; therefore, the children demonstrate good behaviour. The children are learning to understand about the importance of controlling their behaviour to keep themselves safe.

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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Annex B: the Childcare Register

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