

Smileys Creche

Woodrow Drive, Redditch, Worcestershire, B98 7UB

Inspection date	20/11/2012
Previous inspection date	20/06/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- There are strong partnerships with other local early years providers and outside agencies which means that all children are fully supported in their learning and transition between settings is a happy experience.
- Children behave extremely well in the happy, caring atmosphere of the nursery. Their health and well-being is given high priority and staff ensure children have good a sense of belonging and security in the setting.
- Children are making good progress through the interesting activities and opportunities provided by the nursery. Their interests and needs are taken into account and they are helped to build on their learning effectively in their daily activities.
- Children are well safeguarded in the setting as staff understand and implement effective policies and procedures and supervise children carefully.

It is not yet outstanding because

- The outside area is yet to be fully developed to allow opportunities for children to explore and use new and challenging resources and materials for creative and imaginative purposes.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the three base rooms and the outside learning environment.
- The inspector held meetings with the manager and a director of the provision.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Catherine Sharkey

Full Report

Information about the setting

Smiley's Creche was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from three main rooms in a single storey premises in the grounds of the Alexandra Hospital, Redditch and is one of three nurseries managed by Smiley's Creche Limited. The nursery mainly cares for the

children of hospital staff and the primary care team and is accessible to all children. The nursery opens from Monday to Friday from 7am until 6pm all year round. Children attend for a variety of sessions. There is a fully enclosed area available for outdoor play.

The nursery employs 18 members of childcare staff who work with the children over the course of a week. Of these, all except one hold appropriate early years qualifications to level 3. One member of staff has Early Years Professional Status. There are currently 67 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities and receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- continue to develop the outdoor area further to maintain new, unusual and challenging resources for children to explore, for example, materials for building and creative and imaginative use.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The nursery staff work very well together as a team to plan exciting and challenging activities for children. The planning is informed by observations of how children learn and by their interests. Planning is evaluated and adapted so that the needs of all children are met. They are assessed from their starting points so that they are able to build on their learning. Each child's key person knows them well and is able to plan their next steps based on their daily observations of children. Parents are fully involved in their children's learning through their contributions to their 'learning journeys' and by working with children at home on practising skills or continuing activities they show particular interest in. Parents are also involved in fund raising events and competitions. They share information about their children's progress and achievements on a daily basis as they speak to their key person and other staff.

Children in the pre-school room are beginning to learn the sounds and shapes of letters and how to write them. They recognise their names as they self-register when they arrive and they are learning to recognise many other words in their room. Babies and toddlers enjoy sharing books with staff. They point to the pictures and some children are able to

answer simple questions about the stories. They learn to count through stories and songs and the pre-school children learn a range of mathematical skills. For example, when they count forwards and backwards during a game with a programmable toy. All children's language and vocabulary is developed very well and staff are beginning to notice positive results in their implementation of their work on a language course. They give younger children simple instructions and give them choices when asking questions which challenge their thinking effectively. For example, they ask what they think a story character might do and what the child might do. Children are developing their technological and problem solving skills very well as they use a wide range of computer programs, programmable toys and many push button toys which light up or play music. Babies enjoy waiting to see what will happen when they turn a knob or push a button. All children enjoy exploring an exciting selection of textures, such as play dough, paint, dry pasta or sand. Babies have fun making hand and foot prints and using their whole bodies to make patterns in paint on a large sheet of paper. An extensive range of interesting resources enhances children's physical skills outdoors, such as balls, wheeled toys, bats and skipping ropes. Staff are keen to further develop this area by providing materials with which children can build or be creative with, recognising this area of the provision has scope for further improvement. Children learn to express themselves imaginatively and explore sounds through the resources they choose in their rooms and through their weekly music sessions.

The contribution of the early years provision to the well-being of children

Children feel secure in the nursery as the kind and caring staff know them well and ensure all their needs are met. They are comforted with a cuddle if they are upset and are given comfort items if they need them. They enjoy looking at the photographs of themselves and their families which are on display in each child's room. Children have a gradual transition when they move to a new room and are accompanied by their key person or parent until they feel confident enough to be left. This is made easier as children are familiar with all the staff and other children as they all begin and end the day in the same room. Transition to other settings, including schools, is made easier for children as there are visits from the staff and children are told all about their new settings and sometimes shown photographs. Children behave extremely well and have good relationships with staff and each other. They are encouraged to learn each other's names and share the toys well. Children are learning to be independent as they are keen to put on their own coats, find their drinks when they need them and toddlers find their own bibs at lunchtime. Some of the children in the baby room are able to let staff know when they need their nappies changed or if they want their dummies.

Children are provided with healthy meals and snacks and learn about making healthy choices through growing their own fruit and vegetables. They have outdoor play throughout the day and plenty of physical activities to encourage healthy lifestyles. They are reminded about safety issues, such as being aware of other children and the space around them or not throwing things in case they hurt another child. The effective implementation of a range of policies and procedures means that children's health is well protected.

The effectiveness of the leadership and management of the early years

provision

There are effective systems in place to monitor and improve staff knowledge and skills. The management observes staff on a regular basis and there are meetings between room staff and the whole nursery staff. Teaching and planning is evaluated and areas for improvement identified. An ongoing action plan ensures that there is continuous improvement in all aspects of the provision. Each member of staff has a planned programme for their training and professional development so that their teaching and planning is continually improving opportunities for children to make progress. There is very good teamwork and staff are well supported by the management through regular appraisals and a two-way process of performance evaluation and targets for improvement.

Children are well safeguarded in the nursery as all staff have recent safeguarding training and the manager ensures that all policies and procedures are understood and implemented by staff. Effective risk assessments ensure that the premises are free from potential hazards and daily checks mean that all equipment and rooms are clean and safe for children. Secure procedures are in place for the collection of children and there are rigorous recruitment procedures so that staff are suitable to work with children. Children are well supervised at all times and staff are encouraged to voice any concerns regarding children or other staff members.

There are strong links with other local early years providers, including the other two settings in the group, with whom best practice and ideas are shared. The local early years advisor visits regularly and helps with the improvement and monitoring of the provision. Other professionals work closely with staff and parents to ensure that children with special educational needs and/or disabilities are fully supported and have continuity of care in the setting and at home. The nursery has close links with outside agencies relating to child protection and other issues. There are also regular meetings with the hospital, chaired by their childcare coordinator. Parents contribute comments on the provision and ideas for improvements and are welcomed into the nursery at any time.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade Judgement Description

Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY259744
Local authority	Worcestershire
Inspection number	877556
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50

Number of children on roll	67
Name of provider	Smileys Creche Ltd
Date of previous inspection	20/06/2011
Telephone number	01527507963

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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