

Smiley Happy People

Unit 3, Newport Industrial Estate, LAUNCESTON, Cornwall, PL15 8EX

Inspection date

03/06/2013

Previous inspection date

27/10/2008

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

- Staff have good partnerships with parents, other providers and support agencies, to effectively meet the needs of children.
- Children are happy and enjoy being at the nursery, which prepares them well for school.
- The nursery has made clear improvements since the last inspection and has robust procedures in place to identify ongoing development.
- Parents provide positive feedback about the nursery and confirm that they are very pleased with their children's progress.

It is not yet outstanding because

- Although staff plan a good programme of activities to promote children's development, outdoor resources and activities do not always fully challenge children in each area of learning.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 had discussions with the owner, manager, staff and parents.
- The inspector observed babies, toddlers and children in their indoor and outdoor activities.
- The inspector read and discussed a sample of children's records of development and selected policies and procedures.
- The inspector took account of current action plans and the self-evaluation procedure.
- The inspector carried out a joint observation with the provider.

Inspector
Julie Wright

Full Report

Information about the setting

Smiley Happy People is a private day nursery and out of school provision which registered in 2008. It operates from self-contained premises on a retail/industrial estate, in the Newport area of Launceston, in Cornwall. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open each weekday for 51 weeks of the year from 7.30am to 6pm. There are currently 84 children on roll, 74 of whom are in the early years age range. The nursery gets funding for the provision of free early education to children aged two, three and four years. There are 11 staff employed to work with the children, all of whom hold early years National Vocational Qualifications at level 2 and 3. The owner holds qualified teacher status and two staff hold an early years foundation degree in teaching and learning. The nursery supports children with special educational needs and/or disabilities and children who learn English as an additional language.

What the setting needs to do to improve further

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

- consider ways to improve the provision of outdoor play resources, to provide more challenges to children's learning and development.

Inspection judgements

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

Children are cared for in three groups of babies under two years, toddlers and pre-school. Each group has times to mix with others, such as for outdoor play and at lunchtime. This helps younger children to become familiar with all areas of the nursery and staff, so they feel secure and ready to move on. Pre-school children benefit from effective arrangements to prepare them for school. For example, teachers visit children in the nursery and staff share relevant information about children's progress. Staff also have good links with other providers, where children attend more than one setting, which promotes continuity of care. Throughout the nursery there is a consistent approach in observation and assessment procedures to effectively support children's learning and development. Parents provide relevant information about their child at the point of registration, so that staff can make initial plans for progress. Staff make early observations and assessments to identify children's achievements and next steps. They keep clear development records and include parents' contributions on a regular basis. Staff communicate well with parents, for example, they complete daily records for younger children about their activities and routines. Pre-school children have a special book, which tells parents about learning

objectives and includes ideas for activities at home. Consequently, parents are able to feel fully involved in their children's learning and development. Staff plan to extend shared learning opportunities with the provision of a teddy, camera and notebook. This will enable families to record their experiences and children's learning. In the toddler room there are clear procedures in place to complete the required progress check for children when they are aged between two and three years.

Each of the play rooms has a good range of toys and activities, to interest and engage children. Babies explore their senses using treasure baskets and smile happily as they examine pieces of material and coloured sponges. They experience sensory play, such as when they discover a tray of shredded paper, which they pick up, feel and scatter. Other activities include use of paint, a cornflour mixture and sand. Staff are aware of babies' interests and provide resources that they know they will enjoy. For instance, babies love the bags, hats and shoes for dressing up. Babies that are more mobile move around the room to investigate and discover by themselves. For example, they find musical toys, cameras and books. They are inquisitive and show a good sense of belonging. Similar activities take place throughout the nursery, with staff making adjustments to suit the ages and abilities of children.

Staff make good use of pictures to help toddlers understand the routines and 'what happens next', so that toddlers become confident and feel secure. Toddlers enjoy physical play, which promotes their coordination and competence using equipment. For instance, they have 'soft play' sessions where staff create space for more active play. Toddlers learn to construct, such as with building blocks and making a track. They like to explore the garden and take measured steps across the wooden treads. Pre-school children have a good balance of free-play and adult-led activities. Staff provide more structure before children leave to go to school, to help prepare them for a new learning environment. They engage well with children to support learning and promote interest. Staff enable children to play independently and join group activities. For example, children eagerly gather for circle time. They learn the days of the week and talk about different types of weather. Children listen to staff, each other and readily contribute when asked questions. Staff effectively plan activities to reinforce and complement children's learning. As an example, they frequently change the role-play resources to reflect current interests and topics. Children act out a popular story using masks they have made and real straw, sticks and bricks. Pre-school children develop good levels of concentration and focus well for sustained periods. For instance, they take part in a writing activity in which they listen to and follow specific instructions. Staff promote communication and language well and make clear assessments of children's progress. They provide enjoyable activities, such as a 'listening walk', singing and stories.

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

There is a consistent staff team, which promotes security and warm relationships across the nursery. Staff have good awareness of children's individual needs and preferences. For example, they follow babies personal sleeping and feeding routines, so babies feel content and well cared for. Babies show good attachments to key staff and enjoy their attention.

For example, they sit comfortably with an adult to look at special photographs from home. Staff respond promptly to children's choices, for instance, a toddler selects a book and a member of staff says 'shall I read that to you?' Children learn about responsibility as they help with tasks, such as putting things in a correct place. There is a rabbit and tanks with fish, frogs and snails, so that children can learn about looking after pets and creatures. Children behave well and show positive attitudes. Staff encourage good manners with a cheery song and gentle reminders. Children show an understanding of differing needs, for example, they know to 'be careful' when the babies are nearby. Staff set suitable boundaries so that children learn to be safe. They also conduct regular evacuation drills to promote children's awareness of fire safety.

Children enjoy sociable snack and mealtimes, where they sit together with staff. Various foods are available for children and staff display menus for parents. Staff are aware of and meet children's dietary requirements well. Children show good independence skills as they help to prepare their snack and take drinks of water when they want one. Children benefit from outdoor play on a regular basis. Pre-school children enjoy 'free-flow' play, where they can choose whether to be inside or outdoors. Generally good use is made of the garden areas to promote children's learning and well-being. For example, children know that they need sun cream and hats to protect them from the sun. Outdoor activities include sand, water and planting. Staff create a shaded area and take books out for children to look at. Children follow the winding path and explore with interest. However, additional resources to fully promote and challenge each area of learning are not always available. Some children during activities, such as water play, have less adult support, which limits an opportunity to extend learning. Staff take children on regular outings to experience other environments. For example, they go to 'Forest School' each week and go on nature walks to feed the ducks.

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

Suitable policies and procedures are in place to promote health and safety for children. Staff demonstrate their understanding of these in practice, for instance, in their good hygiene routines. They promptly record details of an accident and explain any injury to parents as soon as they arrive. There is a secure entry system, so that staff are always aware of who is on the premises. Staff are conscientious about checking sleeping babies and maintain relevant records. Supervision of children is mostly consistent, usually with more than one member of staff in each area. However, on brief occasions pre-school children play unaccompanied in their outside area, which reduces direct levels of staff supervision. Vetting and recruitment procedures are robust, so that suitable persons care for children. Clear induction, appraisals and supervision systems contribute to ongoing suitability checks. Staff have good knowledge and awareness of the Local Safeguarding Children Board procedures. They attend relevant training and know what action they need to take to protect children's welfare. Staff communicate well with parents and provide them with clear information. For example, they explain details of all policies and procedures, including safeguarding and complaints.

Staff form effective partnerships with parents and others to support individual children's welfare and development. As an example, they work with health workers and speech and language therapists. They promote inclusion and help children to communicate with the use of Makaton signs. Staff have good knowledge of children's backgrounds and respect parents wishes, although they do not always take advantage of potential learning opportunities. For example, in order to widen children's awareness of diversity. Staff have regular meetings to reflect on the effectiveness of their practice. They consider children's levels of progress and which activities work well, or need amending. A staff development programme identifies future training, which means that staff continue to develop and improve their practice. They set clear action plans and targets, to the benefit of children. As an example, a separate outdoor play area is under development for the babies. Staff seek parents' views through regular discussion and with the use of an annual questionnaire. At inspection parents provide very positive feedback on the care given. They comment on their children's good progress and that they place high value on the nursery. Since the last inspection the nursery has made good improvements, particularly in their development of observation and assessment procedures. Staff securely meet the statutory safeguarding and welfare, learning and development requirements.

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 action. 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	EY371943
Local authority	Cornwall
Inspection number	918291
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	84
Name of provider	Veronica Mary Walters
Date of previous inspection	27/10/2008
Telephone number	01556 770895

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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, which are usually the childminder's 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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