

Smiles Daycare

6-8 Queen Street, Colchester, Essex, CO1 2PJ

Inspection date	04/10/2013
Previous inspection date	21/04/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and settled. The practitioners are kind and sensitive in their interactions and this supports children's well-being and learning.
- Practitioners have a good understanding of how children learn and as a result, children make good progress in their development.
- Practitioners make good use of the town centre location to support children's understanding of their world and the local community. They regularly go on trips in the local area and visit the museum and library.
- There is effective communication between practitioners and parents to ensure that children's needs are met well.

It is not yet good because

- Children's health and safety is not fully assured because risk assessment arrangements are not effective. This is with regard to the cleanliness and some safety aspects of the premises.
- Although, practitioners attend to children's personal needs well, nappies are changed in an area that is in view of the other children. Therefore, children's privacy is not fully considered when changing nappies.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector checked the safety and cleanliness of the nursery during a tour of the premises.
- The inspector observed practitioners in each room.
- The inspector held discussions with practitioners, parents and with management.
- The inspector held a meeting and conducted a joint observation with the manager.
- The inspector looked through a selection of children's learning journals and assessment records.
- The inspector looked at a selection of documents, including the safeguarding policy and checked qualifications.

Inspector

Suzanne Smith

Full Report

Information about the setting

Smiles Daycare was registered in 2003 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in rooms on the first floor above shops in Colchester town centre. Access to the premises is via a flight of stairs and there is a lift. It is managed by Smiles Daycare Limited. The nursery serves the local area and is accessible to all children.

The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 51 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure risk assessments identify all aspects of the environment that need to be checked on a regular basis, when and by whom these aspects will be checked and how the risk will be removed or minimised. This refers specifically to the cleanliness and some safety aspects of the premises.

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

- ensure that children's well-being is fully assured, in order that their dignity and privacy is maintained during nappy changing.

Inspection judgements

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

The resources provided by the nursery cover the seven areas of learning and provide interest and challenge to the children. Consequently, when the children arrive, they quickly become involved in the activities that are offered. Children develop independence and motivation in their learning as they are able to select the resources they wish to play with. These resources are clearly labelled in containers, so the children can easily identify the toys they are seeking. The practitioners are warm in their interactions with the children and knowledgeable about their needs and interests. They effectively develop

children's ongoing next steps and support children during their play. For example, practitioners teach children how to use the scissors, which means that children develop good manipulative skills as they use scissors and are further encouraged with praise by the practitioners.

Children are confident and take an active part in story time because the practitioners are enthusiastic and develop motivation in children. This supports children's engagement in stories and aids literacy awareness. Children develop their physical skills as they use pencils and paint to support early writing. During painting activities, a practitioner encourages children to think about what happens when two colours are mixed together and they watch as a practitioner stirs two colours together. The children then eagerly find out and explore with their own colours. Children enjoy taking part in role play and putting on the dressing-up outfits. They persevere when they find these tasks difficult and are successful in developing these important skills. This supports their readiness for school and the characteristics of effective learning as children are engaged and motivated.

The nursery, which is in the town centre, does not have an outdoor play area and children are appropriately provided to develop physical skills as they access a climbing frame and ride-on cars indoors. Practitioners take children on regular outings and make good use of local amenities, such as taking them to regularly visit the local museum and library, which develops their understanding of their local environment. In addition, this develops their understanding of people's differences and the diverse nature of the society we live in. This is further supported by activities completed in the nursery, such as making Chinese lanterns. Children with special educational needs and/or disabilities are effectively supported by the nursery and are making good progress given their starting points. Practitioners help children learn to take turns and share, for example, they encourage children to make play dough together. This activity also supports children's understanding that different materials can be combined together. They develop physical skills as they press cutters into the dough.

Practitioners gather children's starting points on entry to the nursery and use information gained from observation to plan for their learning needs. This information is recorded in a learning journal, which is shared with parents. The progress check at age two is completed and highlights any areas for children to develop. The written summary is shared with parents, so that nursery and home work together to support children's progress. The nursery also supplies an 'at home page', so that parents can contribute to their child's learning.

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

Children are happy and most come into the nursery willingly. When a child is upset to leave their parent, the practitioner is caring and sensitive, supporting the child's transition to the nursery. Due to the caring nature of the practitioners, it is not long before the child plays and enjoys their time at the nursery. When children begin at the nursery, their care needs are discussed with parents and incorporated into the routine, so that children adapt well to their new surroundings. Snack time supports children's health and their understanding of healthy practices as fruit is provided. They are encouraged to pour their

own milk, which supports their skills towards independence. Children bring packed lunches to eat at lunch time. These are generally healthy and the nursery supports healthy practices by talking about healthy eating with the parents at induction. Lunches are eaten in a calm atmosphere supported well by the practitioners. Children manage their personal hygiene and wash their hands before they eat their snack and lunch. As a result, they develop their independence skills. Children's care needs are supported through regular nappy changing. However, their dignity and privacy is not fully assured because at times they are changed next to and in full view of other children as they eat their lunch.

Children are supported to understand the safety issues surrounding the use of scissors as they are well supervised by practitioners. They provide clear guidance to children and they are beginning to understand acceptable behaviour. Children learn about risks when away from the premises as they have regular trips out and understand they must hold hands. Children's emotional well-being is supported through the caring practitioners as well as the activities provided. For example, a mirror is placed at child height with words to describe how they are feeling. Practitioners support children to build a vocabulary to explain their emotions and to understand that their feelings are important as they look into the mirror together. Children's work is displayed on the wall further contributing to developing self-esteem.

With the parents' permission a 'to and fro' book is completed and shared with other settings. This explains the child's learning and any care information, in order to support children's well-being and learning. Children are also supported for entry to school by the range of experiences and the activities provided. There is good contact with parents and information is exchanged between nursery and home when children are dropped off and collected. This ensures that children's needs are supported in the nursery. Children engage in physical play each day as they have access to equipment and resources in the nursery. They take part in songs sung by practitioners that encourage movement and cheerfully dance and exercise to music. Children also have trips out in the local environment further contributing to physical development. This supports healthy practices and gives children access to fresh air.

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

Risk assessments are compiled and daily checks are carried out to check safety issues, such as the windows are locked and there are adequate disposable gloves for changing nappies. There is also a regular cleaning rota carried out by the practitioners. This inspection took place following a complaint that the premises were unsafe and unclean. At the inspection, it was found that the risk assessments are not rigorous enough. For example, safety gates separating the rooms are dangerous because they are badly fitted; there are no finger safety precautions on internal doors and areas of the nursery, some equipment and resources are unclean. As a result, children's health and safety is not supported. This is a breach of the safeguarding and welfare requirements of the Early Years Foundation Stage and a breach of the Childcare Register.

There is a good overview of the curriculum and this is monitored at weekly team

meetings. This ensures that children have access to a wide range of learning opportunities. Children are further supported as the teaching is delivered according to their individual needs and interests by knowledgeable practitioners, who understand how they learn. Children with special educational needs and/or disabilities are supported and gaps are closing. The nursery works well with outside professionals to help children make progress. Practitioners understand how to protect children by following the nursery's safeguarding policies. They are aware they must store mobile telephones in the office and use the nursery camera to take photographs. Practitioners are deployed to ensure children are supervised, regular fire drills are practised and first aid certificates are held, which contributes to their safety.

An effective self-evaluation process exists and is developed through input from parents and children. Parents support this process by completing questionnaires twice a year and children are also asked for their views on the nursery. The targets identified by the nursery for improvement are realistic and the nursery is effective at developing practice to meet these targets. For example, a 'to and fro' book between settings has now been implemented to support children's development and well-being. Other targets include attending training in sign language and to organise more trips out to offer greater outdoor learning opportunities for children. The nursery has addressed the recommendations in the last inspection report. For example, children now have more time to play and concentrate on activities; better assessment of children's learning ensures good progress is being made and children's transitions to other settings are effectively supported. There are effective performance management systems in place. Practitioners have regular supervision meetings and appraisals that identify where improvements can be made. At these meetings, training needs are highlighted and once training has been attended, it is fed back to colleagues, so that good practice is shared. Parents feel supported by the nursery and speak highly of the warm and kind practitioners. They explain that they feel involved in their children's learning and express pleasure that the nursery is open for longer sessions.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register).

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	EY268321
Local authority	Essex
Inspection number	938035
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	31
Number of children on roll	51
Name of provider	Smiles Creche Limited
Date of previous inspection	21/04/2010
Telephone number	01206 366900

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

