

Smiley Dayz Children's Nursery Limited

The Shenstone House, Bradford Road, Tingley, West Yorkshire, WF3 1PQ

Inspection date	17/10/2013
Previous inspection date	11/02/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision is satisfactory

- Children have a wide range of opportunities to develop their imaginations and physical skills because staff create an outdoor environment which is exciting for children to explore.
- Partnerships with parents are positive because parents feel staff are approachable and keep them up to date with what their child has been doing during the day in the setting.
- Children make satisfactory progress within the Early Years Foundation Stage and across the areas of learning, which prepares them sufficiently for the next stage in their learning.

It is not yet good because

- Children's learning and development needs are not consistently well met because staff do not always use children's starting points, next steps and tracking to support them to make good progress.
- Improvement planning lacks rigour and the views of parents, children and staff are yet to be fully captured as part of the review process.
- There is scope to develop activities to further assist children in recognising numerals, to develop and further support their sound mathematical skills.

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.

Inspection activities

- The inspector observed children in all the four rooms of the nursery and outside.
- The inspector completed joint observations with the manager of the setting.
- The inspector held meetings with the owner, manager, senior staff members and parents.
- The inspector spoke to the staff and children throughout the inspection
- A range of documents were inspected, including safeguarding procedures, observations, planning, tracking of children's progress and daily diaries.

Inspector

Shazaad Arshad

Full Report

Information about the setting

Smiley Dayz Children's Nursery Limited opened in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a converted house in Tingley, Wakefield, West Yorkshire. The premises consist of four playrooms over two floors. The children have access to three rooms on the ground floor, and the baby unit room is located on the first floor. There is a fully enclosed garden available for outdoor play. There are separate units for children aged under two years, two to three years and three to five years. The nursery is managed as a private business.

The nursery opens from 7.30am to 6pm five days a week, excluding public holidays. Children attend for a variety of sessions. There are currently 71 children on roll, all of whom are within the early years age range.

The nursery employs 18 members of staff to work with the children. Of these, 17 hold appropriate early years qualifications at level 3 and one has level 2. Currently five staff members are completing a foundation degree. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- coach staff so they can monitor planning to ensure children's starting points, next steps and accurate tracking are consistently used to support children's progress and quickly close any emerging gaps in their learning and development

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

- extend improvement plans to ensure they are more sharply focused in relation to the views of parents and children.
- enable children to extend their discovery of numbers, for example, by increasing low-level numbering indoors and placing number labels in the outdoors to support children's mathematical development.

Inspection judgements

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

Children are making adequate progress in their learning and development because staff have a sound understanding of the Early Years Foundation Stage. Staff gather information from parents to establish children's starting points on entry, and regularly observe children during play to create individual next steps for each child. However, children's starting points and next steps are not always used to support children to make good progress. In addition, tracking of children's progress is variable in accuracy, and staff are not all confident in assessing children's abilities. Therefore, emerging gaps in children's learning are not always quickly identified and closed. Staff are dedicated to the setting and the children in their care. They are currently trying new ways of planning for the children, and this requires time to be fully embedded. Although some staff have attended Early Years Foundation Stage training, they are not yet fully confident in the planning system and, at times, the quality of teaching is variable.

Staff provide a range of learning opportunities for children which successfully engage them in play. For example, older children experience texture play through mixing paint and adding items, such as cornflour, while older children use role play clothes in the outdoor area to dress up the scarecrows and use their imaginations. Babies explore shaving foam and sprinkling spaghetti indoors, while other babies are supported by staff to access a range of musical games and practise making animal sounds to develop their communication skills. Older children are very settled and developing positive skills for the future. For example, they work together at lunchtime to set the table, demonstrating their ability to work cooperatively as a team. Children are also demonstrating the ability to recognise and write their names, as well as good listening skills, which will support them in their transition to school. For example, they follow the instructions during an entertaining and fun music activity with full size guitars and associated musical equipment. They bang the items, follow the beat and move their bodies with lots of energy. The activity ensures that children are engaged and enthused throughout the singing session that follows.

The staff promote children's mathematical thinking through measuring and pouring games during baking activities. Children are learning to recognise words and numerals in various ways, such as through using books, with sound support from staff. The staff help children point out numbers and words while completing general activities. There are numbers displayed in books and on a chart. However, there is insufficient labelling, in a variety of ways, both indoors and outside, to further assist children to develop their mathematical skills.

Partnerships with parents are positive because staff update them daily about what their child has been doing. Parents can access children's development files whenever they wish, and parents' evenings allow staff and parents to discuss children's progress. Staff are able to build on children's experiences at home and sufficiently help parents to support their children's learning. As a result, they are developing appropriate structures to ensure children are prepared for school.

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

All parents know who their child's key person is because the setting has a gradual and highly effective settling-in procedure where staff, children and parents build relationships and get to know each other over several weeks. During this time, staff work very closely with parents to thoroughly understand children's individual routines and their starting points. This means they can provide good levels of support to help children settle, while at the same time engage them in activities and learning opportunities that stimulate them and support them to learn and develop. All children have an 'all about me' book with full details of their individual needs. This means staff can look at them with children during the day and support them to express their feelings and extend their vocabulary as they talk about the things that are of interest to them. In addition, children's individual care routines are managed by their key person so that children feel very safe and secure in the setting. The transition documents are very well used between the rooms, and the effective use of these ensures that staff are very well informed as children move between rooms. As a result, children feel very safe and secure in the setting. Transitions to school are also very well supported. Teachers from local schools are invited to come to the nursery to meet pre-school children prior to leaving to start school.

Children are very well behaved because they understand the behaviour that is expected of them. They constantly share resources with others, and staff are excellent role models for children. Children understand the importance of taking on small responsibilities as they use cutlery at mealtimes and, when they are deemed ready, are invited to cut out pieces of the pumpkin during activity play. Therefore, they learn how to use a range of tools expertly and safely. Children are continuously praised and positive behaviour is rewarded. As a result, the setting is full of happy, settled and exceptionally well behaved children.

There are a wealth of opportunities for children to engage in physical exercise and learn about how to live a healthy lifestyle. For instance, children access the excellent outdoor area and use quality outdoor equipment to develop their physical skills. Designated areas in the garden offer a host of superb learning experiences, such as nature exploration, plantation and risky play. Each of the areas allow children to take appropriate risks as they either take part in dressing the scarecrows or outdoor creative play sessions. A good range of food provision is on the menu plans, and the menus are checked by dieticians. As a result, all of the food is healthy and nutritious, and children talk about the benefits of eating a healthy diet. Children are keen to explain how the vegetables they have planted and eaten make them strong. Staff ensure children have an alternative meal if they do not like the main meal that is provided, and praise them for trying new foods and textures. This means children are gaining confidence to try new foods and they are developing a positive attitude to healthy foods. Additionally, children grow their foods in the summer months and this supports them to understand the world and where food comes from.

Staff are extremely keen to allow children the opportunity to take calculated risks. They understand the importance of children learning through active play and talk about the safety implications of activities. For example, children understand about safety outdoors as they put on protective footwear in the muddy areas. In addition, children show they are

developing good levels of safety understanding, confidence and self-esteem as they explain the rules for outdoor activities. These good opportunities in the outdoors support children to develop a high level of skills for the future and learn how to keep themselves safe from harm.

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

The manager ensures that all staff have a clear understanding of how to meet the safeguarding and welfare requirements. Safeguarding and child protection are given a very high priority. For example, the manager fully understands her role in notifying Ofsted regarding safeguarding matters and completing accurate records of any investigations. Accidents and existing injuries are recorded appropriately and shared with and signed by parents to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. The managers are responsive to reviewing their safeguarding policies. Currently eight members of staff have attended safeguarding training and they are fully aware of what to do and who to contact if there are any safeguarding concerns. Risks are managed effectively and daily checks of the environment ensure that children can learn and play in complete safety. The vigilance of staff, consistent supervision of children and satisfactory security systems, such as visitor recording, ensure that children are kept safe from harm.

Staff undergo a satisfactory recruitment process through an appropriate induction programme that includes a probationary period. As a result of the developing systems in place to monitor the quality of teaching, such as appraisals and general observations, practice is developing. The manager ensures that all staff have ample opportunities for further training, which is discussed at appraisal meetings, and that any mandatory training is updated as required. Staff are very dedicated to the setting and work hard to provide good quality childcare. The manager has identified areas within the planning system that require improvement, and they are working closely with the local authority to embed a system that supports all children to make good individual progress. However, some staff require additional support to fully understand how to consistently use children's starting points, next steps and tracking of children's progress to inform the planning. This means children's progress is satisfactory at present. The manager also recognises the importance of enhancing the resources to include signage with numbers indoors and outdoors to enhance children's developing skills in mathematics

The recommendations raised at the last inspection have been successfully addressed, improving learning and development opportunities for children during lunch periods and by taking children on outings in the community. In addition, the nursery has working arrangements in place to work alongside local settings. This demonstrates that the nursery has a sound capacity to maintain improvement. However, at present the recently started improvement plans lack rigour and do not fully include the views of parents and children.

Partnerships with parents, external agencies and other providers are developing and make a sound contribution to meeting children's needs. Information is shared with other early years providers and professionals. This includes information about the children's progress

at the nursery and requests to work together to enhance children's learning in all early years settings. Parents state that they are happy with the quality of service they receive. Parents' comments in many thank you cards are very complimentary about their children's experiences at the nursery.

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	EY410259
Local authority	Leeds
Inspection number	937268
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	35
Number of children on roll	71
Name of provider	Smiley Dayz Ltd
Date of previous inspection	11/02/2011
Telephone number	01132380400

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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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