

# Happy Smiles

Leadgate County Infant School, West Street, CONSETT, County Durham, DH8 7PN

<b>Inspection date</b>	05/03/2014
Previous inspection date	10/01/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 knowledge of how young children learn and children make good progress. Teaching motivates and enthuses children in all areas of learning because staff skilfully follow children's interests and include them in decision making.
- Children settle well and quickly form strong bonds with key persons and others. They are confident with the routine of the day, are independent and understand the expectations of positive behaviour.
- There is a strong commitment to driving ongoing improvements through inclusive reflection and monitoring the effectiveness of the developments that take place.
- Safeguarding children is prioritised and all staff have strong knowledge and understanding of their duty to protect children through purposeful, continuous training.

### It is not yet outstanding because

- Opportunities for children to develop their critical thinking skills and respond in sentences are not fully developed as some staff do not always make good use of open-ended questions.
- The organisation of space within the area for older children lessens the very good opportunities for children to further develop their improving concentration skills in group activities.

## 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 viewed all areas of the premises and equipment and observed activities in the playrooms and the outside play areas.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector held meetings with the manager, and spoke with staff and children throughout the inspection.
- The inspector completed a joint observation with the manager and also took account of the views of parents in written form and of those spoken to on the day.

## Inspector

Eileen Grimes

## Full report

### Information about the setting

Happy Smiles was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Leadgate primary school in the Leadgate area of Consett. The nursery serves the local community. It operates from one room and there is an enclosed area available for outdoor play. The nursery employs eight members of childcare staff. All hold appropriate early years qualifications at level 3, or above. The nursery opens Monday to Friday all year round. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 59 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 a number of children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- enhance children's critical thinking communication skills further by extending the use of open-ended questions with children as they play
- review the organisation of activities to allow older children the opportunity to further develop their concentration skills, especially when they sit and listen at group time.

## Inspection judgements

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

Children are enthusiastic and excited in this friendly and welcoming nursery. They are keen to take part in activities, showing high levels of concentration and engagement as they search for treasure in the sand or play imaginatively in the play kitchen. Older children show they are confident as they chat away to their friends and take part in group activities, such as circle time. All children show strong attachments as they snuggle up to staff to have a cuddle. All children enjoy a wide range of activities that stimulate and engage them. Toddlers enjoy the challenge of matching colours as they build towers. They show increasing skill as they draw sea animals onto a large sheet of paper and then make the sea for them to swim in. Older children display impressive skills with the keyboard and mouse as they use the laptops, and use a range of other computerised equipment, such as, digital cameras and calculators. They take turns and share these popular items maturely. They enjoy the freedom of the large room, with designated areas for sand and water play, table top activities and a role-play area, which is enhanced as children attend in various costumes to celebrate world book day and are encouraged to act out their story.

Staff are skilled and effective teachers. They help children to learn new skills and deliver a range of planned and spontaneous activities with enthusiasm that captures children's imagination and encourages them to be willing learners. Story books are read with characters coming to life as staff use different voices, which enhances children's love and appreciation of books. This is reflected in children's play as younger and older children cuddle up on seats with older children reading and telling stories to younger children. This demonstrates not only their appreciation of books but also reflects the care of older children for their younger peers. Staff are flexible as they change their plans to respond to children's interests and unplanned events. As the recent rain creates puddles, children start to investigate with water and how it moves on the sand cover. They learn new vocabulary as staff introduce new words, such as 'swirling and swooshing'. However, not all staff are confident in using open-questioning techniques to encourage children to think critically. Similarly, routine activities are also extremely engaging. Children develop key skills for future learning, such as, concentration and being part of a group. However, the organisation of group time for older children does not allow them to fully listen without distractions, which does not promote their concentration as effectively as possible. Children have a positive attitude to learning as activities are fun. They laugh and giggle as staff encourage them to move like monkeys jumping on the bed.

All children are making good progress towards the early learning goals. This also helps to prepare them well for their future learning and the move on to school. Children's achievements are recorded and the key person for each child regularly monitors their development to ensure that they are continually making good progress. Staff successfully identify ways to help children move forward and use this to inform the planning of future activities. Planned events are shared with parents and staff consult with parents at the start of a placement to determine children's starting points. They ensure that parents are kept informed as to their child's progress through regular reviews and parents' evenings. Parents also have the opportunity to contribute to staffs' understanding of their child's achievements, through recording special moments or milestones and these are then fed into their child's learning record. With children who have identified special educational needs and/or disabilities, staff are particularly good at sharing individual goals and discussing activities that parents can carry out at home to further support their child's development. This enables parents to consolidate and extend their child's learning and promotes even swifter progress.

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

Children display positive relationships with the staff and each other. They are helped to settle in as the nursery offers settling-in sessions where parents slowly build up the time they leave their children. Staff use these sessions to find out about each child's personality, likes and dislikes. They provide favourite activities to help children settle to play and consequently, by the time parents are ready to leave their children, they are usually fully engaged and happy to be left. Indeed parents comment that their children 'settle amazingly well'. Information is also collated on registration forms to ensure that staff are aware of any special requirements. Dietary or medical needs are fully discussed. Where other special requirements are identified staff work in partnership with other professionals and parents to ensure that a consistent approach is taken. For instance,

where speech and language delay is identified, staff follow the techniques suggested by therapists. For example, they make sure they repeat back words and encourage children to build up from one and two word answers to complete sentences. This helps all children to make the best possible progress.

Children are kept safe. All exterior doors are kept secure and a system is in place to ensure that only authorised individuals access the nursery rooms. Effective risk assessments ensure that all areas and equipment are fit for use. Children also learn how to keep themselves safe. They know how to respond swiftly during a fire drill as these are regularly practised and discussed. Children behave well. They know the rules of the nursery and understand that these are in place for their own well-being. For example, they know to sit properly on their chairs at mealtimes and not to leave the table while they are still eating or they might choke. Children play together harmoniously and display good behaviour. They take part in 'tidy up time', putting away toys with little prompting. Children receive encouragement and praise from staff throughout the day which effectively builds self-esteem and promotes emotional security. Any unwanted actions are dealt with calmly.

Children's good health is well promoted through sensible routines and a commitment to a healthy lifestyle. Active play is effectively encouraged both indoors and out, as children dance to music indoors and enjoy a range of songs with actions. They have great fun pretending to be hopping rabbits, jumping about energetically. They have daily access to the outside areas, where they enjoy the challenge of the climbing equipment as well as taking part in a range of group games. Children go on to attend both this school and other schools within the locality. The very good relationships established with all these schools and settings, ensures that children are familiar with the school prior to attending, which helps to ensure a smooth transition when the time comes. Children are provided with a range of nutritious meals, which are all prepared on the premises. They tuck in enthusiastically to meals and enjoy snacks of fresh fruit, and toast. Drinks of milk or water are offered throughout the day, and children talk about the importance of drinking water after running around outside.

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

Staff are all checked to ensure they are suitable to work with children. They all hold a current Disclosure and Barring Service check and regularly sign to say that there have been no changes to their circumstances which affect their ability to work with children. Staff are also well qualified. They attend regular training and are all required to complete key courses, such as, first aid and safeguarding at level 2. Consequently, safeguarding procedures are fully understood by all staff. Staff recognise the signs and symptoms that may indicate abuse and are clear about how to follow any concerns up promptly. Their practice is underpinned by a full written policy, which also covers the use of mobile phones in the nursery. Staff know to keep their phones in the office and this is monitored closely by the manager. This protects children effectively. New staff benefit from a full induction, which ensures they are quickly aware of the routines, policies and procedures that apply to the nursery. Consequently, even students are fully conversant with key

issues, such as how to deal with safeguarding concerns. Annual appraisals and regular supervision sessions are also in place to ensure the ongoing suitability of staff. The manager ensures that any under-performance is effectively tackled and staff are also encouraged through positive feedback.

The manager is extremely committed to her role and is keen to continually improve the nursery for the benefit of children. She is an effective leader, with an infectious enthusiasm which permeates staff and children alike. Consequently, there is an extremely positive atmosphere at the nursery and all staff, from the most junior to the most senior, are open to new ideas and keen to develop their own practice. Team building projects, such as designing different areas, ensure that all staff feel valued and are able to contribute their skills for the benefit of the nursery. Children enjoy some lovely experiences as a result of the creativity and dedication put in by staff to provide exciting play opportunities, which include wigwams and the development of planting and growing areas outside. The manager and whole staff team respond to any complaints raised by parents. The manager carries out a full investigation which is documented in detail and then shared with parents. Any areas highlighted are immediately addressed and any resulting action monitored. The manager also encourages a reflective approach and all staff contribute to the nursery's self-evaluation process and resulting action plans. This helps to ensure that the nursery is continually developing better ways of working. For instance, staff have highlighted the need to engage even more with parents to formally develop parents understanding of children's files and provide more detail on what children are able to do and how this can be extended further at home. The progress of all children is effectively monitored to ensure that staff are accurately assessing each child and providing appropriate activities to help them make the best possible progress. Room observations are also regularly undertaken to help all staff improve on their practice.

Staff build positive relationships with parents and chat to them on a daily basis about their child's achievements and well-being. They get to know parents well and seek to support them. For instance, they help them to fill in forms accurately so that they are able to access funded places. This approach enables staff to support families and children more effectively as they take account of issues that may impact on daily life. Notice boards around the nursery provide parents with additional information about childcare issues and about the Early Years Foundation Stage in particular. This helps parents to support and develop their children's learning at home. Key policies and procedures are shared with parents, ensuring that they are aware of the standards to which the setting operates and providing details of how to make a complaint if they need to. Parents comment that they are aware of the complaints procedures and would be confident that any issues raised would be addressed. Parent comments show that they are very happy with the care provided. They rate the nursery as '10 out of 10' and comment that it is 'absolutely brilliant'. The nursery also builds good links with other providers. Teachers at the local schools visit the children who will attend their provision and get to see them in the nursery. This enables them to see children in an environment that is familiar and comfortable to them and ensures that children know their new teacher prior to moving to school.

## **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY347260
<b>Local authority</b>	Durham
<b>Inspection number</b>	953231
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	69
<b>Name of provider</b>	Leadgate Child Centre Ltd
<b>Date of previous inspection</b>	10/01/2013
<b>Telephone number</b>	01207 583583

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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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