

Smileys Creche

The Worcestershire Royal Hospital, Charles Hastings Way, Newton Road, WORCESTER, WR5 1HN

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| Inspection date | 14/04/2014 |
| Previous inspection date | 27/10/2011 |

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| The quality and standards of the early years provision | This inspection: | 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

- The staff have a good understanding of how to promote children's learning through a wide range of enjoyable and interesting activities. As a result, children are stimulated and make good progress in their learning and development.
- Caring staff get to know the children and their families well. This helps children form secure emotional attachments and promotes their well-being effectively.
- The premises are welcoming, well maintained and safe. Additional systems are in place to further ensure children's safety.
- The management team are quick to respond to any incidents. They deal with them appropriately and immediately implement strategies to ensure that children are cared for in a safe environment.
- Effective partnerships are established with parents, other providers and other agencies. This ensures children's individual needs are identified and met effectively.

It is not yet outstanding because

- Mealtimes are well organised, however, there is scope to review the way that this time is used so that children have greater opportunities to develop their independence 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.

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 carried out a tour of the premises and observed activities in all rooms and the outdoor area.
- The inspector spoke with parents, staff and children during the inspection.
- The inspector conducted a joint observation with the nursery manager.
- The inspector sampled a range of documentation, including children's learning records and a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children.

Inspector

Tina Smith

Full report

Information about the setting

Smileys Creche was registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is situated in purpose built premises in the grounds of Worcester Royal Hospital, close to Worcester city centre. It serves the local and surrounding area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 15 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3, including one who has Early Years Professional Status and two hold qualifications at level 5. The nursery opens Monday to Friday from 6.45am until 6pm, all year round. Children attend for a variety of sessions. There are currently 87 children on roll who are within 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. The nursery 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:

- make the most of routines, such as mealtimes, so that children have greater opportunities to develop their independence skills, for example, by encouraging children to pour their own drinks.

Inspection judgements

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

Staff are experienced practitioners who have a good understanding of the learning and development requirements of the Early Years Foundation Stage. Children enjoy coming to the nursery, they settle quickly and happily engage in the play activities available to them. Staff have a good understanding of children's individual needs, interests and routines, which means children feel safe and secure and are ready to learn. Staff organise a wide range of stimulating play and resources around the children's interests, which motivates children to get involved. For example, staff know that particular children have a love of bugs and insects. They skilfully plan play, which involves children searching for bugs and, when they find them, using magnifying glasses to count how many legs they have. Staff involve the children in discussion and extend their language, for example, introducing words, such as 'antenna'. Children listen attentively as the staff member explains the meaning of the word and question her further asking 'where do centipedes live?' This helps to develop children's communication skills as well as their understanding of the world and the creatures which live in it. Children's starting points are assessed on entry through staff observations as well as from information gathered from parents. Parents are also asked to complete a profile on their child, which includes details of their interests, care needs and routines, as well as what they do at home. As a result, staff are aware of

what children can already do and they can monitor how children progress. Staff make regular observations of children in their play and record this in the children's individual learning journey. This helps them to monitor children's achievements and to identify the next steps in their learning. They use this information effectively to plan future activities and play experiences. As a result, children are well supported and make good progress in their learning. Parents and staff exchange highly useful information on a daily basis. They spend time at the beginning and end of the day discussing their child's care needs as well as the activities they enjoyed. Notice boards display information, such as letters and the shape of the week. When they collect their children, staff talk to parents about the songs their children have sung during the day. As a result, parents are successfully included in their children's learning. In addition, babies have daily diaries which are used as a two way flow of communication. Each child has a learning journey. These contain staffs' observations of where children are in their learning and some pieces of the children's work. Parents are invited to review and add to them. Staff complete the progress check at age two for each child and the written summary is shared with parents.

Babies and younger children are cared for in their age groups and in their own rooms. They also have access to sleep rooms, which are well resourced, warm and welcoming. Therefore, the youngest children are able to play safely and sleep peacefully. Staff are caring and kind, giving them lots of cuddles and reassurance. These sincere responses raise the babies' confidence and contribute to their overall emotional well-being. All children are provided with lots of opportunities to play with developmentally appropriate toys and resources which aid their learning and development. For example, very young children explore a number of sensory items, including different fabrics and exploratory bottles. They are fascinated as they lift and turn the sensory bottles and observe the various objects floating up and down. Younger children enjoy operating mechanical toys, turning knobs, lifting flaps and pushing buttons to achieve effects, such as making sounds or movements. Babies and young children enjoy making marks with chunky chinks and make patterns with the wheels of their cars in the sand. They use their imagination as they play in the home corner, pouring 'cups of tea'. Children handle equipment and tools effectively. They express their creativity as they make pictures, using a good selection of paint, glue and collage materials. Staff enable children to extend their own learning by giving them opportunities to develop their own ideas. For example, children show high levels of concentration, working together as they carefully build the train track. Staff support the children well and introduce mathematical language into their play, for example, asking questions, such as 'will the train go straight or will it go in a round?' These interactions support children to think critically, as well as promoting their communication skills, self-confidence and self-esteem skills, which help prepare children in readiness for school.

Babies join in playful games of peek-a-boo with staff. They enjoy listening to songs and rhymes and smile happily as they join in with the actions of 'row, row, row your boat'. Older children listen attentively to stories and join in with action songs during small group activities. Children's readiness for school is supported because staff give them the opportunity to engage in early reading and writing skills. For example, in the mark making area children are starting to identify their names and practise forming the letter shapes. Children have access to a good selection of books, which they handle correctly. They sit reading to themselves or confidently approach a member of staff to read to them. As a

result, they are fostering an interest in books and stories. Children are developing a good range of physical skills. The nursery has a well-resourced outdoor area, which contains a number of open-ended resources, such as pipes and crates, as well as climbing apparatus and sand and water play. Children use a selection of ride on toys, carefully manoeuvring around. Younger children show control as they move the push along toys. Staff offer sensitive support as they learn to climb and balance on the stepping logs, holding children's hands to assist them and keep them safe. As a result, the children gain confidence and develop a sense of achievement.

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

Key aspects of children's well-being are good. Staff welcome children and babies warmly on arrival. Children are settled and secure and they enjoy trusting relationships with staff. This is because the nursery has an effective key person system and good information is gathered from parents. This results in the warm, happy atmosphere that is evident at this nursery and means that children's emotional well-being is well fostered. Children settle well because the nursery has effective settling-in procedures. Children enjoy several taster sessions. This enables them to become familiar with their new surroundings and staff. Consequently, they soon settle and enjoy trying out new experiences and happily investigate their play. Children also enjoy settling-in sessions in their new room before their move. Learning and development documents move with the children and a transition form is completed to help staff in the new room become familiar with their stage of development, likes and routines. The nursery is in the grounds of the Worcestershire Royal Hospital and provides care for a good number of children whose parents work there. These families are not always local to the nursery and, therefore, do not attend the local schools. Nevertheless, the nursery telephones the reception teachers from the children's allocated schools, inviting them to visit the children so that they can see them in their own environment and discuss their individual needs with their key person. As a result, the transition between nursery and school is a positive one for the children.

Children benefit from a well-resourced and welcoming environment. The broad range of good quality, age-appropriate resources are generally stored at child-height, which means they are easily accessible to children. This allows children to make free choices about their play. Babies and young children have suitable space to practise moving around in different ways, which supports their drive to stand and walk. Staff support younger children with their toilet training needs and work closely with parents to ensure children are ready for this next stage. Children proudly show off their 'sticker charts'. Staff give clear messages to make sure children are developing an understanding of following good personal care routines, reminding children to wash their hands when returning in from outdoor play. Children are provided with areas to sleep and they are regularly checked. Staff conduct daily risk assessments and checks in all areas of the nursery rooms and outdoors, which means that any hazards are minimised straight away. Children are beginning to learn about healthy eating. Meals are provided by the hospital's kitchen and are wholesome and nutritious. Although mealtimes are well organised, there is scope to enrich these routines further, so that children have greater opportunities to develop their independence skills.

Children learn about the importance of exercise as they have regular opportunities to play in a well-resourced outdoor environment. The babies and young children have their own secure areas where they enjoy crawling and walking. Children are beginning to learn about how to keep themselves safe because staff talk to them about dangers. For example, children are reminded that only adults can open the doors and that they must not run in the nursery. Children are well supervised and explore their secure environment freely and with confidence. They behave well because staff are positive role models and give clear guidance as to what is acceptable behaviour. For example, children are reminded to share and to take turns. The children are beginning to develop an understanding of the world, different people and communities. Children excitedly watch the maintenance men outside climbing a ladder. Staff tell the children what they are doing and why, as well as reminding them that they must not talk to people they do not know. The nursery celebrates various festivals and events. In the reception area they have a celebration tree and children place their creations on it ready to go home. In addition, the nursery takes the children on regular walks into the community, for example, the woodland and the countryside centre. These experiences help children to be sociable with others and to begin to understand about their community.

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

Children are safeguarded well. Following a recent incident, the provider appropriately notified Ofsted and acted swiftly to prevent children leaving the nursery unaccompanied and additional safety measures have been effectively implemented. The inspection found that the premises are secure and children are kept safe. Staff have a good understanding of child protection and the procedures to follow if they have a concern about a child in their care. All policies are in place and the nursery has written risk assessments, which are regularly reviewed. The manager and registered person have regular meetings with staff to discuss safeguarding procedures, including child supervision, the lost child policy and behaviour management. Recruitment procedures are robust, with safer recruitment procedures being effectively implemented. All staff are checked thoroughly before being employed and induction procedures and probation periods are implemented for new staff. Appraisals are used to assess staff's ongoing suitability as well as to identify any areas for improvement. There is an effective programme of professional development, which helps staff to improve their knowledge, understanding and practice. Most staff have current first-aid certificates and, therefore, are up to date in the knowledge and skills to act appropriately should children have an accident or become ill.

The leadership and management of the nursery is good because the requirements of the Statutory framework for the Early Years Foundation Stage and the management and accountability arrangements are fully understood. The manager and staff have a good understanding of the learning and development requirements. Staff plan purposeful play around the children's interests and they provide challenging next steps for each child. As a result, children make good progress in their learning. The manager and her team are enthusiastic and committed to continuous development of practice to benefit all children. The manager understands the need to monitor the educational programme along with the

quality of teaching. She checks each rooms planning along with children's learning records and through one to one meetings help staff to identify ways they can enhance their practice. The management continue to review the nursery provision to determine where they can make improvements, for example, further develop outdoor learning.

Partnerships with other professionals are effective and staff work closely with them in order to help children who have special educational needs and/or disabilities. Partnerships with parents are strong and staff spend time with parents at the beginning and end of the day discussing their child's needs and achievements. Consequently, parents are kept well informed about their child's progress, daily needs and activities. Parents' comments during the inspection show they are happy with the care and education offered to their children and children themselves are happy and content within the familiar environment.

The Childcare Register

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| The requirements for the compulsory part of the Childcare Register are | Met |
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| The requirements for the voluntary part of the Childcare Register are | Met |
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What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
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| 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

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| Unique reference number | EY239760 |
| Local authority | Worcestershire |
| Inspection number | 968101 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 50 |
| Number of children on roll | 87 |
| Name of provider | Smileys Creche Ltd |
| Date of previous inspection | 27/10/2011 |
| Telephone number | 01905760416 |

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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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