

Smiley Faces DCN Ltd

Limekiln Lane, Wellington, Telford, Shropshire, TF1 2JA

Inspection date	05/06/2014
Previous inspection date	01/06/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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

- Most staff are confident teachers. They make good use of the environment and effective teaching methods to enthuse and motivate children in their learning.
- Relationships between adults and children are strong and trusting and help children to be confident learners. Consequently, children make good progress towards the early learning goals.
- Staff provide consistent, positive behaviour management. They frequently praise the children and encourage their efforts and, as a result, children behave very well.
- Very able leaders know the strengths of the setting and take positive steps to drive improvement.
- All staff build strong partnerships with parents and involve them closely in their child's learning.

It is not yet outstanding because

- The teaching of phonics is not consistently strong.
- Recent systems to improve the effectiveness of observations, assessment and planning in toddler room are very new and are not yet well-embedded.
- Some activities do not always offer sufficient challenge to extend the learning of more-able children.

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 observed activities in the three play rooms and the outside learning environment.
- The inspector conducted two joint observations with the manager.
- The inspector held meetings with the manager of the provision and the deputy manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Deborah Jane Udakis

Full report

Information about the setting

Smiley Faces Day Nursery has been registered since 2004. It is run by a private organisation and is sited in Wellington, Shropshire. Smiley Faces forms part of Shortwood Children's Centre and is situated adjacent to Shortwood Primary School. The nursery provides separate group rooms for each age range of children and a fully enclosed outdoor play area. It is open each weekday from 7am to 6pm, all year round.

The nursery supports children with special educational needs and/or disabilities and children with English as an additional language. It currently has 101 children on roll, all of whom are in the early years age group. A total of 42 two, three-and-four-year-olds are in receipt of early education funding. The nursery serves predominantly working families from the local and surrounding area. It also supports teenage parents to continue education by providing funded places for a small number of children.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It employs 13 members of staff, all of whom hold appropriate early years qualifications at level 3. In addition, four staff are working towards a level 5 advanced practitioner award. Additional housekeeping staff are employed. The setting receives support from the local authority and is a member of the National Day Nurseries Association (NDNA).

What the setting needs to do to improve further

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

- ensure activities consistently provide more-able children with suitable levels of challenge; and ensure the teaching of phonics enables all children to develop their early reading and writing skills

- embed a consistent and effective assessment process to chart children's progress in toddler room.

Inspection judgements

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

The play and learning activities are thoughtful and provide an interesting range of activities. The outdoor area is set out with a positive range of activities which are very different from the indoor learning environment but are complimentary to, and supportive of, the overall effective teaching.

Staff build positive and nurturing relationships and they provide genuine support to

children in their enjoyment of their learning. Consequently, children make good progress towards the early learning goals. Every child has a 'learning journey' which accurately reflects the progress they have made.

Staff provide activities which are interesting and so help children become absorbed in their learning. For instance, during a baking activity in the toddler room, the children enjoy using their hands to mix and squeeze the mixture between their fingers. Their excitement at being able to fully participate in mixing the ingredients is very evident as they squeal with delight. Children learn how to grease the trays using butter on a paper towel. They spread the butter with confidence and enjoy sharing the experience with others. 'Look, I have butter on my hands' they tell each other and the adults.

Some pre-school children are developing a secure knowledge of letters and the sounds they make (phonics). They make good use of the exciting opportunities provided outside to make marks. They practice writing letters using chalks and water on chalk boards and shaving foam on the large whiteboard attached to the fencing. One four-year-old decoded the word 'cat' and used their phonic knowledge to write the word on the ground in the playground using chalk. However, inconsistencies in the teaching of phonics lead to some children using incorrect sounds when trying to spell out words.

The children are motivated and enthusiastic learners. In pre-school room, the children are increasingly independent in their learning but also welcome the adults' interactions. The 'Marvellous Maths' programme is having a positive impact on children's progress. For instance, one child has developed a very good understanding of adding together two amounts and finding totals, both by using their fingers and by counting in their head. They have a growing and accurate understanding of how to use mathematical terms such as 'vertices' and apply their knowledge of shapes to those they see in their environment.

Some of the more-able children are not always sufficiently challenged to ensure they make the best possible progress. For instance, during a planned phonics session there was no differentiation of activities for less and more able children. Consequently, the more able children answered the adults' questions quickly and confidently, before the other children had time to respond.

Babies receive high levels of physical and emotional support from skilled staff. The youngest children in the setting take comfort from staff as they sit on their laps or cuddle up to them. Relationships between the babies and adults are very secure and trusting. There is a highly effective settling-in process which ensures that when children start at the setting they have benefitted from a number of pre-visits to help them develop confidence in the adults and their surroundings. The sensitive and well-considered approach to settling-in and transition as children move to different rooms helps to secure children's self-esteem and confidence.

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

The key person system is well-embedded across the whole setting. All children have a key person, which encourages positive relationships and a sense of belonging. They receive

effective support in their learning and grow in confidence as a result of the strong emotional attachments forged between children and staff.

Children are encouraged and shown how to share. They talk about how they are feeling and how their actions can make others feel. For instance, children provide their friends with drinks of water as they recognise they are beginning to get hot when playing outdoors.

The children are provided with a healthy balanced diet. Staff sit with the children at meal times to discuss the foods they are eating, encourage children to try new things and promote good manners and social interaction. The children's well-being, safety and security are of prime concern to leaders and staff. The setting is welcoming, accessible, inclusive and child-focused. Risks are well managed by all at the setting.

Children access forest school type activities in a nearby meadow, and they are engaged in various activities to promote their physical good health. The older children are encouraged to observe the effects of exercise on their bodies by feeling their heartbeats or acknowledging they are thirsty. Staff model healthy practices by joining in with activities, drinking water and talking to the children about the benefits of healthy eating.

Staff work closely with local schools to ensure that children's move into school is seamless, well-thought out and successful. As a result, children are well prepared and confident to move on. Staff provide detailed information to both parents and the school about each child's progress and development so that they have a clear picture about their achievements. One parent, who spoke with inspector, talked of the setting with very high regard saying they would; 'Give the setting 10 out of 10 for the way they have supported (my child) who is more than ready for school'.

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

The leaders have a very good knowledge of their responsibilities in meeting the statutory requirements of the Early Years Foundation Stage as well as comprehensive knowledge of how young children learn. All staff are qualified to level 3 and several staff are furthering their professional qualifications through an effective training programme. Essential training such as first aid, safeguarding and food hygiene is well-planned and regular. Formal performance management and quality assurance arrangements, although a recent development, have already had a significant impact on identifying areas for development. Leaders have an excellent knowledge of the children, their progress and learning needs. They know the strengths of the setting and the areas for development. There is an effective action plan in place to address shortfalls in performance.

The leaders' drive for continuous improvement is a strength of the setting. Children who are at risk of falling behind their peers are quickly identified through effective and regular assessments. Appropriate and timely interventions are put in place to ensure the child is able to catch up with their peers. Since the last inspection the setting has extended opportunities for the children in the toddler room to encourage their independence

especially at snack and meal times. More recently, they have identified some weaknesses in the assessments made in this room and these are being effectively tackled.

Safeguarding arrangements are well-considered and thorough. Staff recruitment and induction processes are rigorous. All staff have the necessary knowledge and professional confidence to safeguard children effectively. The team are working towards accreditation for a quality award in safeguarding. The leaders are making good use of this experience to review and enhance practice in the setting.

The setting promotes anti-discriminatory practice and equality of opportunity for all children and their families. A large majority of staff have completed a level 2 award in equality and diversity. Consequently, staff have a good understanding of how to provide an environment where differences are valued and all children are included and able to thrive. Staff are experienced at providing good quality support to children with special educational needs and/or disabilities. Children who require additional help are closely monitored by staff. Swift and appropriate access to speech and language support helps children who are at risk of delay, make good progress in their communication and language development.

Leaders and staff are skilful in the way they build rapport quickly and effectively with all families. The setting provides a wealth of opportunities for staff to engage with parents including parents' evenings and family events throughout the year, such as Easter egg hunts and summer fairs. Parents are encouraged to attend stay and play sessions and work in partnership with staff to support their child's learning at home.

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

Unique reference number	EY292008
Local authority	Telford & Wrekin
Inspection number	973289
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	0
Number of children on roll	101
Name of provider	Smiley Faces Day Nursery Ltd
Date of previous inspection	01/06/2011
Telephone number	01952 250438

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

