

Smiley Faces

Bourne Methodist Church, Hednesford Road, Heath Hayes, Cannock, Staffordshire,
WS12 3HU



Inspection date	30 April 2015
Previous inspection date	20 July 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff attend a broad range of training opportunities, which enhances children's progress towards the early learning goals. Consequently, children's development over time is supported and extended across all aspects of learning.
- The management provides good opportunities for staff to receive coaching. Staff are able to talk over any issues that concern them. Staff practice is observed using video recording equipment. As a result, they are able to check their practice and learn how to improve this over time.
- The staff develop strong relationships with parents, carers and other providers and professionals. This, and the two-way exchange of information about children, makes sure that everyone is aware of children's interests and needs and, thereby, work together to meet these over time.
- Staff provide a broad range of opportunities for children to be physically active, both inside outdoors, each day. Consequently, children extend their skills in climbing and balancing, riding tricycles and scooters and circle games, regardless of the rain. Staff also encourage children's physical development indoors, through daily music and dance activities.

It is not yet outstanding because:

- Staff sometimes forget to put tools and utensils nearby the mud kitchen, so that children's imaginary play is further enhanced.
- Staff provide fewer opportunities to extend children's exploration of words and numbers in the outdoor areas, so that their communication, mathematical, language and literacy skills are maximised at every opportunity.

What the setting needs to do to improve further

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

- increase the range of resources for children to explore the outdoor mud kitchen, for example, by ensuring they access more tools and utensils, to fuel their imagination
- increase the print available in the outdoor areas, for example, by providing number and letter lines and a range of posters, so that children can make connections in their play.

Inspection activities

- The inspector looked at a range of documents, including evidence of staff suitability and qualifications, and the provider's self-evaluation and improvement plans.
- The inspector observed a variety of activities in the indoor and outdoor play areas.
- The inspector conducted joint observations with the provider, held meetings with the provider and held discussions with various senior staff and staff caring for children.
- The inspector took account of the views of children and parents spoken to on the day.
- The inspector looked at a range of documentation and records, including the policies and procedures of the setting and children's learning and developmental records and files.

Inspector

Mary Henderson

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The management and staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. Consequently, children are provided with a good range of interesting and challenging activities. For example, children take turns at listening and speaking as they say and clap out the syllable sounds of everyone's name at circle time. Here, children build on their confidence as they call out their own name and receive praise from staff and their peers. These types of activities foster children's good levels of self-esteem and a good sense of belonging to the setting. Additionally, this supports children's communication and language development and helps them to build friendships with other children. To support children's language and development further, staff refer to the print displays around the play areas throughout the day. This also supports their skills in literacy. However, staff miss opportunities to extend children's learning about print outdoors. For example, the outdoor areas lack a range of print, such as the alphabet, words or numerals. Children's imaginary play is supported well by staff. For example, during outdoor play, children get in and out of the boat and move in and out of the playhouses. However, children do not always spend extended periods of time in the mud kitchen. This is because staff do not always resource this with appropriate tools and equipment, so that children can make connections in their play and engage fully in their imaginative play.

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

Staff develop strong emotional attachments with children in their care. This, and meaningful praise, makes sure that children develop resilience and manage their behaviour well. This helps them prepare for the next stage of their learning and school. Children are supported to develop a healthy lifestyle. They know to wash their hands after outdoor play and toileting, and are reminded by staff why they need to do this. To further children's awareness of a healthy lifestyle, staff talk to them about healthy eating as they enjoy fruits and vegetables at snack times.

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

The management and staff have a good awareness about the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff have a good awareness about how to protect children in their care. This includes identifying possible signs of abuse. This, and robust risk-assessment checks and recruitment procedures, makes sure that children are kept safe. Staff are encouraged to put forward their ideas and comments about the provision. This, and parents' and children's input, makes sure that targets for improvement to benefit all children are identified. Staff rigorously check and review the quality of children's learning and development. Consequently, any gaps in their learning and development are identified and closed.

Setting details

Unique reference number	EY422778
Local authority	Staffordshire
Inspection number	852351
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	48
Name of provider	Maria Agnes Marklew
Date of previous inspection	20 July 2011
Telephone number	01543450535

Smiley Faces originally opened in 2008 and re-registered in 2011. The nursery is privately run and employs six members of childcare staff. All of these hold appropriate early years qualifications; one at level 6, two at level 5 and three at level 3. The nursery opens from Monday to Friday, 8.30am until 3pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

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