

Smiles Daycare

6-8 Queen Street, Colchester, Essex, CO1 2PJ



| | |
|--------------------------|------------------|
| Inspection date | 16 December 2015 |
| Previous inspection date | 4 October 2013 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|--------------|----------|
| | Previous inspection: | Satisfactory | 3 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Children feel secure, happy and settled. They form close bonds with the staff and other children. This contributes to children being confident, motivated and eager to learn and explore.
- The management and staff are well qualified and have a good understanding of how children learn. They use this knowledge to effectively teach children new things. Children make good progress and develop the skills they need for future learning.
- Staff carry out effective observation, assessment and planning to meet children's individual needs. The management carefully tracks the progress of individuals and groups of children. This means that strategies are promptly put in place to narrow any gaps in achievement.
- Staff are calm role models. They set consistent and clear expectations for children's behaviour. This successfully helps children to consider the consequences of their actions and learn how to share and cooperate in ways that are appropriate for their age.
- The management and staff have worked hard to make the required improvements since the last inspection. They are very receptive to advice from other early years professionals and access training to help improve their practice.

It is not yet outstanding because:

- The monitoring of staff practice is not focused enough on raising the quality of teaching and learning to an outstanding level.
- On occasions, staff do not effectively organise larger group activities to maintain the attention and interest of all the children.

What the setting needs to do to improve further

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

- strengthen arrangements for monitoring staff performance to include a sharper focus on driving the quality of teaching to a higher level
- enhance the organisation of some larger group activities so that all children can concentrate and fully benefit from these planned events.

Inspection activities

- The inspector observed the quality of teaching during indoor activities, and assessed the impact this has on children's learning.
- The inspector accompanied staff and children on an outing to the local library.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the management, staff and children.
- The inspector viewed a sample of the children's development records.
- The inspector reviewed evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their responses to surveys organised by the nursery.

Inspector

Patricia Champion

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a good knowledge and understanding of their role and responsibility with regard to safeguarding the children in their care. A wide range of written policies and procedures are implemented successfully to ensure children are kept safe. Staff are effectively deployed to ensure children are well protected, both on the premises and while on outings. They carry out safety checks each day and keep the premises secure. Regular supervision and staff meetings ensure that staff feel valued and supported. The management has a secure understanding of the strengths and weaknesses of the nursery through robust self-evaluation processes which include the views of staff, parents and children. Additional funding is used wisely to pay for training and to buy resources that help give children any extra support they need. The nursery has built effective links with the local schools to ensure that there is a smooth transfer when children enter into full-time education.

Quality of teaching, learning and assessment is good

Children are keen learners because staff know how to motivate them. They understand children's needs well and plan activities to help children achieve their next steps in learning. Staff provide children with ample opportunities to think for themselves, recall events, speak aloud and solve problems. Children thoroughly enjoy stories being read to them. They are encouraged to express their views about what the characters in the story might do next. Children also take pleasure in learning new Christmas songs when they attend singing sessions at the library. Staff work in partnership with parents to share information about children's learning and care needs. They constantly look for new ways to encourage parents to become involved in their children's learning, both in the nursery and at home.

Personal development, behaviour and welfare are good

Staff provide a caring environment for children. The attentive key persons understand that some children are uncertain and need reassurance as they are settling in. They spend time with children to slowly build their confidence so that they enjoy their time and make friends. This successfully supports their emotional well-being. Children follow good hygiene procedures and learn to independently manage their personal care. Staff appropriately overcome the constraints regarding the first-floor premises. Since the last inspection, they have created a dedicated physical playroom. This gives children greater opportunities to develop their strength, balance and agility. Children are also taken on regular outings in the vicinity so they can play in the fresh air. This also helps them to gain an understanding about the differences and similarities of people who live in the community.

Outcomes for children are good

All children, including those in receipt of additional funding, are making good progress from their starting points. Children are developing key skills needed for starting school and their future lives. This includes disabled children and those with special educational needs, and those who speak English as an additional language.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY268321 |
| Local authority | Essex |
| Inspection number | 1028600 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register |
| Age range of children | 1 - 5 |
| Total number of places | 31 |
| Number of children on roll | 31 |
| Name of provider | Smiles Creche Limited |
| Date of previous inspection | 4 October 2013 |
| Telephone number | 01206 366900 |

Smiles Daycare was registered in 2003 and is run by a limited company. The nursery employs seven members of childcare staff. Of these, two staff hold an appropriate early years qualification at level 4, four staff hold a qualification at level 3 and one member of staff holds a qualification at level 2. The nursery opens from Monday to Friday, for 49 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language, disabled children and those with special educational needs.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

