

# Smileys Creche Ltd

The Alexandra Hospital, Woodrow Drive, REDDITCH, Worcestershire, B98 7UB



<b>Inspection date</b>	5 January 2017
Previous inspection date	20 November 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Managers and staff are well qualified, dedicated and have high expectations. They accurately evaluate their provision and are implementing clear plans to drive continual improvements.
- There are exciting opportunities for children to enrich their sensory skills, which staff are keen to extend even further. Babies explore the textures of different fabrics, metal and wood. Toddlers run their fingers through flour and icing sugar to find the Christmas tree branches and pre-school children discover objects hidden in the shaving foam or melting ice.
- Children learn how to identify and minimise risks in the environment. For example, they help to check if it is icy outside and to scatter grit and salt on the ground to make it safer for them to play.
- Staff are friendly and approachable. They get to know both children and their families well from the outset. Children quickly become confident within the setting and demonstrate that they enjoy attending.

### It is not yet outstanding because:

- Staff are yet to build on partnerships with parents, and other settings that children attend to exchange more information and use what they find out to help children make the best possible progress.
- Although staff access some good opportunities to enhance their professional development, there is not enough focus on helping them to gain expert teaching skills and raising the quality of children's learning to the highest levels.

## What the setting needs to do to improve further

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

- strengthen partnerships with parents and other providers to boost consistency and involvement in children's learning and development at the nursery and elsewhere
- enrich opportunities for staff to shape their professional development, gaining expertise and increasing the potential to deliver the highest quality teaching and excellent outcomes for children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held meetings with the nursery manager and one of the providers.
- The inspector looked at information displayed for parents and relevant documentation, such as evidence of the qualifications and suitability of staff working in the nursery.
- The inspector spoke with staff and children during the inspection.

### Inspector

Lucy Showell

## Inspection findings

### Effectiveness of the leadership and management is good

The experienced and highly qualified staff team works well together, effectively promoting children's good progress. Recent developments in the outdoor provision are having a positive impact and further plans to do more are in place. At times, early years pupil premium funding is used well to provide higher staff-to-child ratios and to tailor activities to meet children's differing needs. The arrangements for safeguarding are effective. All staff regularly attend relevant safeguarding training at a level appropriate for their role. They are knowledgeable about child protection issues and are confident about what to do if they have any concerns about the safety or welfare of a child in their care.

### Quality of teaching, learning and assessment is good

Staff gather key information from parents about what children already know and can do when they start nursery. They build on this, observing and assessing children during play and routines, to plan purposeful and challenging learning opportunities and move children's learning forward. The manager and staff regularly review the activities provided. They check that in each room a balanced educational programme reflecting on children's current targets is provided and experiences capture children's imaginations and growing interests. Staff know the children well and adapt their teaching to meet each child's individual needs. They skilfully identify gaps in children's learning and proactively seek support, guidance and early intervention. Staff promote diversity and provide well-organised activities and events to involve children and their families. They ask parents for key words and phrases and encourage children to use their home languages and English to communicate their needs and to talk with one another.

### Personal development, behaviour and welfare are good

The key-person system is effective and moves from home to the nursery, and between rooms are managed well for all children. Staff obtain relevant information about children's routines and preferences, and follow the patterns established at home and in the previous room. Staff are good role models and interact well with children encouraging them to be kind to one another. Children are polite, considerate and are learning to share and take turns. There is a calm, relaxed and friendly atmosphere in each room. Children receive lots of praise for their efforts and show that they are proud and keen to please.

### Outcomes for children are good

All children progress well from their starting points. They develop the key skills and attitudes that prepare them for the next stage in their learning and eventual move on to school. Children are engaged in a variety of play-based experiences. They are confident, happy and demonstrate enthusiasm, helping them to foster a positive attitude towards future learning. Older children are developing good self-care skills. For example, many are confident to use the toilet, wash their hands and wipe their noses on their own. Toddlers are becoming more independent, helping to select and serve their food and having a go at pouring drinks. Babies enjoy cuddles and close interaction with staff. They are starting to communicate their needs and requests, pointing to or reaching out for different toys that they want to play with.

## Setting details

<b>Unique reference number</b>	EY259744
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	1059651
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	59
<b>Number of children on roll</b>	78
<b>Name of registered person</b>	Smileys Creche Ltd
<b>Registered person unique reference number</b>	RP905438
<b>Date of previous inspection</b>	20 November 2012
<b>Telephone number</b>	01527507963

Smileys Creche Ltd was registered in 2003. The nursery employs 13 members of childcare staff. All hold appropriate early years qualifications at level 2 or above, including one with early years professional status and one with qualified teacher status. The nursery opens from Monday to Friday and all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children who have special educational needs and disabilities.

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