

# Smiley Happy People

Unit 3, Newport Industrial Estate, Launceston, Cornwall, PL15 8EX



## Inspection date

18 July 2017

Previous inspection date

3 June 2013

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

- The management team is reflective and has a strong drive to continually improve the service it provides for families. It consults parents about changes to the provision, such as extending activities outdoors, to enhance and enrich children's learning experiences.
- Staff provide good support to children's learning. For example, they encourage children to make a variety of sounds and tap out simple rhythms using natural resources outdoors. Children are curious, listen intently and develop their imaginations and creative skills well. They make good progress from their starting points.
- The effective partnerships with parents, and other providers and schools, help to provide a consistent approach to children's development. Children benefit from increased support to their learning in good preparation for moving forward in their education.
- Staff organise the environment and resources well to help children develop their learning and skills. For example, babies have opportunities to become more mobile and enjoy sensory activities that support their physical development well. Older children enjoy riding scooters and tricycles, and improve their balance and good coordination.

### It is not yet outstanding because:

- Occasionally, staff miss opportunities to extend children's understanding of capacity, to help them make even better progress in their mathematical development.
- At times, staff do not fully support younger children to understand care routines to encourage their growing independence and develop their self-help skills.

## What the setting needs to do to improve further

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

- extend opportunities for children to explore capacity to support their mathematical development further
- provide more encouragement for younger children to understand care routines, to develop their self-help skills and independence further.

### Inspection activities

- The inspector observed staff interacting with children in all areas of the nursery.
- The inspector held a meeting with the owner and manager, and looked at their self-evaluation.
- The inspector spoke to children and parents, and took account of their views.
- The inspector looked at a range of documents and children's records.
- The inspector carried out joint observations with the manager.

### Inspector

Margaret Baird

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff are vigilant about children's welfare and know the correct procedures to follow to keep children safe from harm. The management team uses safe recruitment procedures well to ensure only those suitable are employed to work with children. They supervise staff effectively to support their ongoing professional development and increase their knowledge and skills to benefit children's ongoing progress. For example, they have attended training to help them to adapt their planning procedures to match children's interests more closely. The manager monitors children's development well to notice when individual or groups of children are not making expected progress. She provides additional activities and works with outside agencies successfully to support any children who need extra help. The management team uses funding efficiently to support children to reach their full potential.

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

Staff have a sound understanding of children's levels of achievement and plan effectively for the next steps in their development. They provide a good balance between adult-guided activities and child-led play. Children make good progress in their speech and language development. Staff interact positively with them, joining in pretend play with toddlers, for example, repeating and extending their sentences. Babies babble, make their needs known to adults and begin to join in with action songs happily. Staff provide good opportunities for children to be curious and learn about the natural world. For example, older children are fascinated as they look through a digital microscope at the insect eggs they have found outdoors. They speculate about what might happen, develop an understanding of life cycles, and learn how to use technology to extend their knowledge.

### Personal development, behaviour and welfare are good

Staff form good relationships with children and know their individual needs well. Babies benefit from affectionate emotional support, reassurance and cuddles, and explore resources with confidence. Staff are good role models and encourage children to share during activities and behave well. They praise children's efforts and support their self-esteem well. Children enjoy helping themselves to nutritious meals and learn to adopt healthy lifestyles. Staff provide good resources that reflect diversity and teach children about other cultures and communities beyond their own. They encourage them to look at pictures and information about how children live in Africa, for example.

### Outcomes for children are good

Children are interested and motivated learners, and take part in activities with enjoyment and enthusiasm. They gain the skills necessary for moving on in their learning and starting school. Older children recognise the letters of the alphabet and know the sounds they make in words. Younger children concentrate well as they enjoy making marks outdoors with water and paintbrushes, and develop their dexterity and early writing skills. Children talk about their experiences fluently, and listen carefully to others.

## Setting details

<b>Unique reference number</b>	EY371943
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	1062153
<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>	40
<b>Number of children on roll</b>	93
<b>Name of registered person</b>	Veronica Mary Walters
<b>Registered person unique reference number</b>	RP515124
<b>Date of previous inspection</b>	3 June 2013
<b>Telephone number</b>	01556 770895

Smiley Happy People registered in 2008. It operates from premises on a retail and industrial estate in the Newport area of Launceston, in Cornwall. It is open each weekday for 51 weeks of the year, from 7.30am to 6pm. The nursery receives funding for the provision of free early education to children aged two, three and four years. There are 11 staff employed to work with the children, all of whom hold early years qualifications at level 2 and 3. The owner holds qualified teacher status and the manager holds an early years foundation degree in teaching and learning.

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