

Smileys Creche

Worcestershire Royal Hospital, Charles Hastings Way, WORCESTER, WR5 1DD



Inspection date	23 October 2017
Previous inspection date	14 April 2014

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

- Children are happy and settled in the nursery. Staff are friendly and welcoming. Children form good relationships with their peers and adults.
- Staff ensure that children's care needs are met well. They help children to learn how to keep themselves healthy and safe. Leaders ensure that staff know and understand the nursery's policies and procedures for keeping children safe.
- Children receive lots of praise for their achievements. They show care and respect for others as they listen to each other and take turns during play.
- Staff help children to progress in their learning. They use a mix of planned and child-led activities to extend children's communication and language skills.

It is not yet outstanding because:

- Managers do not place a sharp enough focus on monitoring practice to further improve the quality of teaching to help children make even greater progress.
- Staff do not make the most of opportunities to further engage children's imagination and curiosity in learning.
- Although staff and managers share information with parents, they have not explored strategies to gather additional information about all children's development at home to help staff plan for their learning more effectively.

What the setting needs to do to improve further

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

- improve further the systems for monitoring the quality of staff's teaching and its impact to help children make more rapid progress
- provide further opportunities for children to develop their imaginations and curiosity as they explore the learning environment
- review strategies for gathering information about children's development at home to better support the effective planning for all children's learning from the outset.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact on children's learning.
- The inspector spoke to staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Jennifer Getty

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers make policies and procedures easily accessible for parents. Staff carry out regular risk assessments to ensure play areas are safe. They are confident about where to refer any welfare concerns and how to follow them up. Managers ensure staff are suitable for their roles through the effective recruitment procedures and provide further training to improve their knowledge and practice. Self-evaluation processes are effective and the managers gather feedback from others to drive improvements. Parents' feedback shows that they find the staff to be very welcoming and supportive. For instance, staff use various displays around the nursery and outside the children's room to keep parents informed about their child's learning, development and how they can support healthy eating.

Quality of teaching, learning and assessment is good

Staff use assessments and observations of children's progress to identify how they can support the children in their next stage of learning. They plan activities for babies which support them to develop and try out new skills. They talk to babies, modelling language and offering praise and encouragement. Staff are skilled in using child-initiated play with toddlers to extend their language skills, encourage their recall skills and support them to recognise number and colour. Children who require additional support have focused plans. Staff work with other agencies to enable children's ongoing development. They support pre-school children to be ready for school, for instance, providing activities which help them to listen, share and take turns.

Personal development, behaviour and welfare are good

Children develop their independence skills in all areas of the nursery. Babies and toddlers have access to a range of activities and resources which is at their height. They begin to show preferences and make choices about their play. Staff engage older children in discussions about planning activities, so they can influence and help make decisions. Children of all ages know routines. Staff help them learn how to keep themselves healthy and safe, such as through explanation and modelling of good practice. Children are well behaved and show care and concern for others.

Outcomes for children are good

Babies have secure attachments with staff as they settle easily and enjoy their time at the nursery. They concentrate as they stack cups to make a tower and enjoy the praise as they make it higher. Babies and toddlers develop a love of books as they choose their favourites and take them to staff for reading or looking at. Toddlers run to help each other find their belongings as they get ready to go home. They develop good language skills as they happily chat with staff during play and copy them as they help them to build their sentences. Older children develop their social skills as they become engrossed in role play, negotiating roles with each other and chatting about what they are doing as they imitate real-life situations. They gather round as they take turns to program the bee robot, counting how many spaces it needs to move and in which direction.

Setting details

Unique reference number	EY239760
Local authority	Worcestershire
Inspection number	1101904
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	50
Number of children on roll	24
Name of registered person	Smileys Creche Ltd
Registered person unique reference number	RP905438
Date of previous inspection	14 April 2014
Telephone number	01905760416

Smileys Creche registered in 1996. The nursery employs 18 members of childcare staff. Of these, 17 hold a qualification at level 3 and one holds level 5. The nursery opens Monday to Friday, all year round. Sessions are from 6.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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