

Smiley Faces Day Nursery Ltd



Limekiln Lane, Wellington, Telford, Shropshire, TF1 2JA

Inspection date 2 January 2018
Previous inspection date 5 June 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

- A strong partnership with parents exists across the whole of the nursery, which has a positive impact on outcomes for children. Parents fully appreciate the detailed information they receive.
- Children have very strong and close attachments to their key person. Staff are particularly attentive to the individual needs and routines of babies. Children settle quickly and feel safe and secure. This helps to support their emotional well-being.
- Robust partnerships exist with other early years settings that children attend. Staff share information well, to ensure consistency in children's learning. Strong links with local schools and the school on site, help to support children's move to these settings when the time comes.
- Staff clearly and precisely establish children's starting points with parents and the children, when they first attend. This helps staff to quickly identify any gaps in children's learning and plan appropriately for their individual needs.

It is not yet outstanding because:

- Occasionally, some inconsistencies in the assessment of children's learning causes inaccuracy of the results of their progress.
- The support for ongoing professional development of all staff is not yet consistently strong enough to raise the quality of teaching even further.

What the setting needs to do to improve further

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

- create more consistency with staff in their assessment of children's learning, to accurately support children's continued progress
- enhance the opportunities for all staff to address their professional development, to achieve the best possible level of teaching.

Inspection activities

- The inspector observed teaching practice and assessed the impact this has on children's learning.
- The inspector held discussions with the manager, staff and children.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to the staff and children at appropriate times. She looked at relevant documentation and checked the suitability and qualifications of staff.
- The inspector spoke to parents and took account of their views.

Inspector

Lesley Bott

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager conducts a thorough recruitment, vetting and induction procedure for staff. This helps to ensure the suitability of staff working in the nursery. All staff receive training in child protection and wider safeguarding issues. They have a good knowledge and understanding of the procedures to follow if they have a concern about a child's welfare. The manager and staff use effective procedures and risk assessments to support children's safety at all times. Most staff have completed paediatric first-aid training and can treat minor injuries if required. A wide range of self-evaluation systems helps the manager to monitor every aspect of the nursery, to continuously benefit the children. The manager closely tracks the progress of different groups of children, to close any identified gaps through targeted planning.

Quality of teaching, learning and assessment is good

Staff have a good understanding that children learn in different ways. They provide interesting and imaginative resources to motivate children. As a result, children are eager to learn and stay focussed on the activity or task. Children receive good support to promote their mathematical skills. Staff skilfully ask questions and use descriptive language to help children extend their communication and language skills. For example, staff support children well to identify and discuss the two-dimensional shapes in the sand. Children build towers, correctly adding one more or taking one away, to make the towers taller or shorter. Staff repeat simple words and phrases during familiar songs, to develop younger children's vocabulary. Staff motivate babies well, helping them to explore the interesting environment and resources safely, using their senses and curiosity.

Personal development, behaviour and welfare are good

Children's behaviour is consistently good. They understand the meaningful boundaries in place, such as not running indoors. Children independently use sand timers effectively, to promote turn taking for favourite toys and resources. As a result, all children make friends and work together collaboratively. They make a den under the table, which is their safe place, and hide from the pretend dinosaurs. Children benefit from healthy lifestyles. They have daily opportunities for outdoor play, making full use of the covered area in all weathers. They follow good hygiene routines. Children understand the benefits of eating healthily. Older children make choices about what to eat, as they serve themselves from the well-balanced choice of food and drink.

Outcomes for children are good

All children, including those in receipt of funded education, make good progress in relation to their starting points. Children are ready for their move on to school. Pre-school children are starting to write their name and can confidently count up to 10 and above. Staff use circle time to promote good listening and attention skills. This helps children to move on to the next stage in their learning, such as their move on to school.

Setting details

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|--|---|
| Unique reference number | EY292008 |
| Local authority | Telford & Wrekin |
| Inspection number | 1101973 |
| 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 - 5 |
| Total number of places | 50 |
| Number of children on roll | 90 |
| Name of registered person | Smiley Faces Day Nursery Limited |
| Registered person unique reference number | RP902553 |
| Date of previous inspection | 5 June 2014 |
| Telephone number | 01952 250438 |

Smiley Faces Day Nursery registered in 2004. It is situated adjacent to Shortwood Primary School, in Wellington, Telford. The nursery employs 14 members of childcare staff, 13 of whom hold appropriate early years qualifications from level 2 to level 6. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6.00pm. The nursery provides funded early education for two-, three- and four-year-old children.

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