

Smiley Faces

Bourne Methodist Church, Hednesford Road, Heath Hayes, Cannock,
Staffordshire WS12 3HU



Inspection date	4 June 2019
Previous inspection date	30 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 manager and staff work well together. They are good role models for the children, demonstrating respectful and positive relationships. Children are encouraged to share, take turns and play amicably together.
- Staff work with parents from the start to find out what their children know and can do. This helps them to identify children's starting points. Staff plan well to build on children's interests and skills. This helps children to make good progress. Staff make learning fun and they have high expectations overall.
- Effective procedures are in place to ensure the nursery provides a safe environment for the children. Access to the nursery is closely monitored. External doors are kept locked and parents and visitors are individually welcomed into the nursery.
- Staff provide a warm and welcoming environment with a good range of activities and resources. Children are actively engaged in their play and confidently explore their surroundings.
- Parents feedback is very positive. They share good relationships with the welcoming and friendly staff. Parents feel the standard of care is good.
- Staff work well with other professionals to support children with special educational needs and/or disabilities (SEND) effectively. They provide targeted activities to help children achieve and close any gaps in their learning.
- Self-evaluation systems for identifying areas for future improvement are not yet sharply focused.
- Staff do not provide sufficient information to parents about their children's next steps in learning and ways to help support their continued learning at home.

What the setting needs to do to improve further

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

- develop further the systems for self-evaluation to identify and develop areas that will have the greatest impact on outcomes for children's learning
- provide more information to parents to help them support their child's ongoing learning at home.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation of an activity with the manager of the nursery.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views and written comments.

Inspector

Dawn Robinson

Inspection findings

Effectiveness of leadership and management is good

Staff are deployed effectively to ensure children are well supervised. The arrangements for safeguarding are effective. The manager ensures all staff are trained in child protection. As a result, staff know the correct reporting procedure to follow if they have concerns about the safety or welfare of any child in their care. The manager provides induction for new staff, supervision, training and support for all staff to undertake childcare qualifications. Children's progress is closely monitored to identify and target any emerging gaps in their individual learning or areas of the curriculum. The nursery has developed good links with other early years settings and schools to enable smooth transitions when the time comes.

Quality of teaching, learning and assessment is good

Staff promote children's listening and communication skills effectively. For example, younger children confidently use sign language to join in with a song. They take turns to pull an object out of a bag and name it. Children are gently encouraged by staff to speak in a small group and develop their speech. Older children enjoy creating their own pictures as they draw at a table outside. They describe to staff features in their drawing of the seaside which they have created based on their own experiences. Children enjoy listening to stories and joining in with repetitive phrases, supporting their early reading skills. They have fun following their friends as they pedal bicycles around the outside play area, helping to build their physical skills. Younger children play with trains and cars. They persevere in working out how to turn a handle to move a conveyor belt and put together pieces of train track to extend it. Staff engage with children at appropriate times to extend their learning further.

Personal development, behaviour and welfare are good

Children settle quickly and demonstrate secure emotional attachments to the staff. They are familiar with daily routines and show good levels of confidence and independence. For example, they help to pour their drinks and peel their own piece of fruit at snack time. Staff help to promote children's health and well-being effectively. They are currently implementing new activities to encourage children to be active through fun exercises. There are opportunities throughout the year for children to learn about the wider world. Staff take children out into the local community to the library and shops. Children enjoy visits from people who provide them with new experiences. For example, a firefighter, or a parent who shows the children the chicks she has raised.

Outcomes for children are good

All children make good progress from their starting points. They show high levels of independence as they confidently enter the nursery and hang up their own coat and bag on their peg. Children learn to recognise their own name as they collect their name tag for their lunch box. Older children start to write their own name and other words from memory. They sit and listen carefully during circle time activities and follow instructions. Children learn a wide range of skills that help them prepare for their future learning and for school.

Setting details

Unique reference number	EY422778
Local authority	Staffordshire
Inspection number	10071279
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	43
Name of registered person	Marklew, Maria Agnes
Registered person unique reference number	RP515243
Date of previous inspection	30 April 2015
Telephone number	01543450535

Smiley Faces registered in 2011 and is located in Burntwood, Staffordshire. It employs six members of childcare staff. Of these, four hold appropriate early years qualifications, one at level 6, one at level 5 and two at level 3. The nursery opens from Monday to Friday, 8.30am until 3pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

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.ofsted.gov.uk. 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

