

Smiley Faces Nursery

Bently Childrens Centre, 104 The Avenue, Bentley, Doncaster DN5 0NP



Inspection date	10 July 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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, with strong support from the directors and senior staff, provides sharply focused and ambitious leadership to the committed and well-qualified staff. There is a clear and sustained drive for future improvement.
- The children learn to take turns and to respect others needs and interests. Staff support children to be aware of their own emotions and to manage their own behaviour effectively. Consequently, children are well behaved and aware of the needs of others.
- Staff create a warm and attractive environment where children learn to explore the world around them in security and with increasing confidence. They have a good knowledge and understanding overall of the care and learning needs of the children they care for.
- Staff work closely with parents to accurately assess children's achievements when they first join the nursery. They carefully monitor all aspects of children's progress and plan engaging activities to support them to securely reach the next stage in their learning. Parents hold the staff in high regard. They appreciate the staff's open and friendly manner.
- The nursery staff make good use of additional funding to ensure all groups of children, including those with special educational needs and/or disabilities, progress well to fulfil their potential. Staff work well with other professionals to provide the care and guidance children need.
- The learning experiences for children who prefer to play outdoors do not always match the high quality of those provided indoors.
- Occasionally, opportunities are missed to further involve parents in supporting their children's 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:

- strengthen the range and quality of learning experiences for children who prefer to play outdoors
- build on the good relationships with parents to further develop regular sharing of information, to strongly support children's learning at home.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed joint observations with the nursery manager and director.
- The inspector held a meeting with the nursery manager. He 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.

Inspector
Andrew Clark

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff have a very clear understanding of the steps to follow if they have a concern about children's safety or well-being. There are robust systems to check that all staff are suitable to work with children. The manager ensures that staff's knowledge of child protection procedures meets high standards. For example, she regularly sets challenging tests to refresh and update their understanding of all aspects of safeguarding. This is underpinned by diligent record keeping. The procedures to promote a high quality of teaching and to manage staff's performance are strong. They are based on a reliable and incisive first-hand knowledge of the quality of their work. Staff take good advantage of a range of training and research opportunities. This contributes to several aspects of curriculum development, such as problem-solving and literacy skills. The manager uses regular analysis of the achievement of all groups of children to set targets for improvement. This has enhanced provision for learning in mathematics, for example.

Quality of teaching, learning and assessment is good

Staff have high expectations overall and a thorough understanding of the needs of the age group of children in their care. Staff promptly identify any delays or gaps in learning and plan activities effectively to boost children's achievement. Children are encouraged to try new experiences and express their pleasure and enjoyment. For example, staff create a range of activities for children to experience the different tastes, smells and textures of toys hidden in foam and other substances. Staff's friendly and supportive interaction with children helps to build their listening and attention skills well. They help children to develop their communication and early reading and writing skills through, for example, imaginative songs and rhymes and well-told stories.

Personal development, behaviour and welfare are good

Children develop very positive relationships with their key person from the start. They learn to build their trust and confidence in different play situations and with people outside the immediate family. For example, they extend children's social skills through outdoor play with different age groups and visits to the local area. Staff help children to establish good health and hygiene awareness. For example, they encourage children to keep their environment tidy and to regularly and carefully wash their hands. Children eat healthy and well-prepared meals in a social and friendly group. They make strong progress in trying new foods and using suitable cutlery to eat, with very good levels of independence. Staff provide strong support to all children, including those who are in vulnerable circumstances, to develop their confidence and self-awareness and to help them participate in all the nursery has to offer.

Outcomes for children are good

Children, including those with special educational needs and/or disabilities, make good progress through their time in nursery and are well prepared for the next stage in their learning. Babies' physical skills are well developed, so they become confident walkers and enjoy handling toys of different sizes and shapes. Older children count objects accurately and work out what one more or less will make.

Setting details

Unique reference number	EY547593
Local authority	Doncaster
Inspection number	10114775
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	69
Number of children on roll	75
Name of registered person	Smiley Faces Nursery Ltd
Registered person unique reference number	RP547591
Date of previous inspection	Not applicable
Telephone number	01302 873165

Smiley Faces Nursery registered in 2017. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above, including three at level 6 and two with qualified teacher status. The nursery opens Monday to Friday all year round, except for one week at Christmas. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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