

Inspection of Cheeky Smiles Ltd

30 Peterkin Road, Norwich NR4 6QL

Inspection date: 14 January 2020

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Babies and younger children have very limited opportunities to learn. They spend large parts of their day being carried around by staff. This restricts opportunities for them to explore or practise their physical skills. Where they do have the opportunity to explore, staff quickly remove them from activities and prevent them from making their own choices. Older children generally show that they are happy. However, at times they quickly get bored, roll around on the floor and lack interest in learning. Sometimes, the behaviour of younger children has an impact on older children's play. For example, as older children roll balls down a gutter, younger children intentionally knock the gutter over.

Children of all ages are not challenged enough. They play alongside staff, but staff rarely ask challenging questions. They do not encourage children to try hard to achieve any goals. Some staff do not know how to challenge individual children.

Children's good health and safety are not supported well enough. Some staff do not follow good health and hygiene procedures. Babies crawl around on a dirty floor, picking up objects that they put in their mouths. Some staff are not aware of checks they must complete to ensure children's safety outdoors. This can potentially place children's welfare at risk.

What does the early years setting do well and what does it need to do better?

- The manager's oversight of the nursery is not effective. While she is aware of some weaknesses in staff practice, insufficient action has been taken to address those weaknesses. Senior staff, who work in the nursery rooms every day, lack confidence to address any weaknesses they become aware of. They do not tackle poor teaching or where staff do not follow policies and procedures. This has a significant impact on children's care and education.
- Staff do not follow procedures for completing safety checks on areas used by children. For example, they do not check the outdoor area prior to taking children outside and are not aware of some hazards. Some staff are not aware of all entry and exit points from the garden. They do not check to ensure they are secured, despite visitors recently using the gates. They do not see animal faeces in areas where children play. These are significant health and safety hazards which may put children at risk.
- Staff do not promote the good hygiene of all babies. They do not provide babies with clean and hygienic areas to move and crawl. The floor is dirty, and babies put objects they pick up, such as dried pasta, in their mouths. At lunchtime, some staff do not clean babies' hands, despite them crawling on a dirty floor, and babies feed themselves using their fingers. This does not promote children's good health and puts babies at risk of illnesses from germs and bugs.

- Older children do not always benefit from meaningful adult interaction. They regularly wander and lack purposeful engagement in learning opportunities. At circle time, all children come together, but it is a chaotic environment and staff cannot be heard. Individual children are confident to stand up to sing a song to others. However, they cannot be heard, and younger children do not listen or pay attention. Outdoors, children quickly get bored. Staff do not plan activities for them to do outdoors or provide any resources for them to access.
- Babies have very limited experiences in the nursery. While they build secure attachments to staff, those staff do not help babies to be physically active or to benefit from independent exploration. When babies do attempt to crawl away from staff, they pick the babies up and sit them on their knee. When younger children play at activities, for example pouring sand from one container to another, they show good engagement. Staff do not notice this and remove the children from the activity to tidy it away. This is poor practice and significantly limits children's learning and development.
- Children independently look at books and, when focused, they play imaginatively. They sit at a play dough activity with staff and pretend to make 'pirate treasure'. Staff join in with the children and follow their interests. They comment on what children do. However, staff do not use opportunities well enough to challenge children and extend their learning.

Safeguarding

The arrangements for safeguarding are not effective.

Staff do not rigorously follow the nursery's policies and procedures. There are significant weaknesses in health and safety procedures. Staff's lack of understanding of how to follow good health, safety and hygiene practice potentially puts children's welfare at risk. Despite this, staff do demonstrate a suitable understanding of child protection procedures. They know the signs they must look out for that may indicate a child is at risk of abuse or neglect. They know how to report their concerns. The manager ensures that any concerns are reported to the appropriate professionals without delay.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure staff rigorously follow risk assessment procedures and complete safety checks of all areas to be used by children to identify and minimise any hazards	28/01/2020

provide babies with clean and hygienic spaces to explore, and ensure all staff always follow good hygiene procedures to promote children's good health	28/01/2020
ensure that outdoor play areas are fit for purpose so that children can safely experience enjoyable opportunities to continue their learning outdoors	28/01/2020
ensure staff consider the needs, interests and stage of development of each child in their care, with particular reference to babies and the youngest children, and use the information to plan a challenging and enjoyable experience for each child	25/02/2020
support staff to improve the quality of their teaching practice and build their confidence to ensure they meet the requirements of their role, including ensuring senior staff are confident to identify and address weaknesses in other staff's practice.	14/04/2020

Setting details

Unique reference number	EY557418
Local authority	Norfolk
Inspection number	10138402
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 12
Total number of places	80
Number of children on roll	127
Name of registered person	Cheeky Smiles Limited
Registered person unique reference number	RP557417
Telephone number	07900733750
Date of previous inspection	Not applicable

Information about this early years setting

Cheeky Smiles Ltd registered in 2018 and is privately owned. The nursery employs 22 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday from 7am to 7pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Meredith-Jenkins

Inspection activities

- The inspector had a tour of the nursery and made observations throughout the inspection of children's experiences.
- The inspector spoke with staff, children and parents at appropriate times during the inspection.
- The inspector carried out a joint observation with the deputy manager.
- The inspector held a meeting with the owner, who is also the manager of the nursery.
- The inspector looked at a sample of documents, including evidence of staff's suitability and training.

We carried out this inspection 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.

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