

Inspection of Cheeky Smiles Ltd

The Den, 30 Peterkin Road, Norwich NR4 6LQ

Inspection date: 29 July 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the setting. The youngest children clap with excitement as staff sing to them. They are inquisitive and confident to explore the well-planned environment. Older children show good levels of engagement in activities. They invite staff into their games and are confident to tell them what they must do to take part. When their friends approach the activity, they are welcomed and join in too.

Children behave well. They listen to and follow staff's instructions. They understand the setting's routines and, when requested, they promptly tidy away resources. Children have meaningful conversations with staff at lunchtime. Staff take account of these interactions and children's interests, including when they explore similarities and differences in each other's eye colour. Staff continue their discussions at circle time after lunch to involve all of the children.

Staff have transformed the outdoor area, giving children a wide range of opportunities to support their learning. Children use large blocks to make a bridge on which they carefully balance. They take part in running activities and carefully negotiate the space available to them. They diligently use pipettes to fill small buckets of water and use their imagination as they explain they are making a cake.

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

- Since the last inspection, the leadership and management team have worked hard to secure and embed improvements within the setting. They have implemented an effective system of support and training, which has helped to foster senior staff's confidence in their role. The deputy manager monitors staff performance closely and identifies where less experienced staff may need additional support. She puts plans in place to support them with mentoring and coaching to help develop their skills.
- Children are encouraged to be independent. Staff's effective planning of the environment provides children with a wide range of interesting activities from which to choose. Younger children are curious. They hold and manipulate a range of resources, including books and musical instruments. Older children confidently move between activities and choose if they want to play indoors or outside. They independently change their footwear with minimal support from staff as they get ready to go outdoors. Staff regularly check spaces used by children to ensure they are safe.
- Parents comment very positively about children's progress while attending the setting. They say that staff keep them regularly updated about children's experiences and achievements. Parents are fully included in any decisions made about additional support a child may need to help them to catch up. They

comment on staff's high levels of consistency when managing children's behaviour, which has a positive impact on children's behaviour at home.

- Leaders and managers have successfully introduced a new approach to planning, which captures children's interest and high levels of engagement in activities. However, while children enjoy all the activities provided, staff do not consistently make the most of extending what children know and can do. For example, they do not inspire children's awe and wonder or introduce new vocabulary when spontaneous discussions take place about the weather.
- Children in the baby room build close relationships with staff and use them as a secure base from which to explore. Despite some staff being new to the setting, children quickly build relationships, secure in the knowledge that their needs are met. Staff are highly responsive to older children and their interests. They join in role-play activities and follow children's imaginative ideas. They notice those children who enjoy playing for extended periods with a favourite activity and introduce new elements, such as books and writing materials to enhance their learning.
- Staff engage older children in conversations and talk to them about what they are doing. They model language for younger children to hear. Where children hear other languages at home, staff find out from parents about the languages spoken. However, staff do not consistently provide opportunities for the youngest children to hear or develop basic words in their home language, for example to support them when transitioning between daily routines.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the procedures they must follow to ensure any concerns about children's welfare are reported quickly. Leaders and managers check that staff keep their knowledge of the setting's policies and procedures up to date. They give staff different scenarios to test out how they would deal with a range of situations that could pose a risk to children. Leaders understand how to report any concerns about children's welfare and to whom these must be reported. They teach staff to challenge any safeguarding decisions they are not comfortable with. This builds a positive culture of safeguarding in the setting.

What does the setting need to do to improve?

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

- raise staff's confidence and understanding of how to fully extend and inspire children's learning during activities
- provide consistent opportunities for those children who speak English as an additional language to hear and develop words in their home language.

Setting details

Unique reference number	EY557418
Local authority	Norfolk
Inspection number	10144709
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 at time of inspection	0 to 10
Total number of places	80
Number of children on roll	105
Name of registered person	Cheeky Smiles Limited
Registered person unique reference number	RP557417
Telephone number	07900733750
Date of previous inspection	14 January 2020

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

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic on the provider and have taken that into account in her evaluation of the provider.
- The deputy manager and the inspector completed a learning walk together.
- Children spoke to the inspector about the activities they were engaged in and what they enjoyed doing at the setting.
- The deputy manager and the inspector jointly observed and evaluated a spontaneous activity.
- Parents spoke to the inspector about their children's experiences at the setting and the information that staff share with them.
- The deputy manager and the inspector held a meeting together. The inspector looked at a sample of documents, including evidence of staff's suitability.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021