

# Inspection of Smiley Happy People

Unit 3, Newport Industrial Estate, LAUNCESTON, Cornwall PL15 8EX

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Inspection date: 4 August 2021

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

## What is it like to attend this early years setting?

### The provision is inadequate

Managers and the designated safeguarding lead do not fully understand their responsibilities to keep children safe. Managers and staff have attended child protection training since their last inspection. However, they do not have clear systems in place to record any concerns and the actions they have taken in response to these. They do not consistently follow safeguarding procedures to protect children's welfare.

Children are happy and enjoy their time in the setting. They arrive confidently, settle well and explore resources and activities independently. Children enjoy being outside and exploring. For example, they enjoy digging in the mud and exploring water, using containers and guttering to transfer water.

Children have developed positive relationships and feel comfortable with staff. Children behave well, taking turns and sharing with their friends. They play with and alongside others to develop good friendships. Staff promote healthy eating habits in the setting at snack and lunch times and children enjoy the sociable conversations that take place at this time.

Due to the COVID-19 (coronavirus) pandemic, parents are not able to come into the setting. Staff provide a warm welcome as they greet children and their parents at the door. They check if all family members are well and provide time for discussions about children's learning and routines.

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

- The management team and staff have not followed their safeguarding procedures. They have not liaised consistently with the relevant agencies, who have had involvement with children and families, or followed correct procedures when concerns arise about children's well-being. This means children's safety and welfare are not assured.
- Leaders and staff provide an engaging environment that supports children's interests. The environment is welcoming with soft lighting, real world resources and loose parts play to promote exploration and curiosity in a homely setting. Children show interest in the activities and concentrate well at their chosen play.
- Leaders and staff support children with special educational needs and/or disabilities effectively. Staff provide children with individually tailored support and resources. For example, children with additional funding have the opportunity to attend a weekly forest school off site that builds their confidence and social skills.
- Children have regular opportunities, indoors and outdoors, to develop physically. For example, a soft play area is available for toddlers to explore. Activities are

also on offer to help them develop their fine motor skills. Children learn to be independent. They pour their own drinking water from the dispenser and milk from a jug at snack times. Staff encourage children to cut up their own food at lunch time using a knife and fork.

- There is an effective key-person system in place. Staff join children in their play, allowing children to lead through their own interests. They have a good knowledge of children's individual strengths.
- The setting has established strong partnerships with parents and the local schools to help ensure smooth transitions for the next stage in children's education. Parents appreciate the support that staff give them. They comment that staff are friendly and have helped develop their children's confidence. Staff encourage parents to extend children's learning at home. For example, a book loan library is available for children and parents to share books from the setting at home.

## Safeguarding

The arrangements for safeguarding are not effective.

Managers do not record concerns about children's welfare clearly and they do not take prompt action to emerging concerns. Staff can identify signs which may indicate a child is at risk of harm and have an understanding of wider safeguarding issues. Managers work closely with other agencies for children that are subject to a multi-agency plan. However, they are not doing enough to understand why children's services are involved with families and how this may impact on the care that the setting provides.

## 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
maintain accurate records of any safeguarding concerns and any contact with the relevant agencies to protect children's welfare	24/08/2021
follow local safeguarding partnership procedures when concerns about children's welfare emerge in a prompt and timely manner	24/08/2021

## Setting details

<b>Unique reference number</b>	EY371943
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10203609
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 10
<b>Total number of places</b>	40
<b>Number of children on roll</b>	82
<b>Name of registered person</b>	Walters, Veronica Mary
<b>Registered person unique reference number</b>	RP515124
<b>Telephone number</b>	01566770895
<b>Date of previous inspection</b>	18 July 2017

## Information about this early years setting

Smiley Happy People registered in 2008. It operates from premises on a retail and industrial estate in the Newport area of Launceston, in Cornwall. It is open each weekday for 51 weeks of the year, from 7.30am to 6pm. The nursery receives funding for the provision of free early education to children aged two, three and four years. There are 11 staff employed to work with the children, all of whom hold early years qualifications at level 2 and 3. The owner holds qualified teacher status and the manager holds an early years foundation degree in teaching and learning.

## Information about this inspection

**Inspector**  
Sharon Percy

## 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 with the provider and has taken that into account in her evaluation of the provider.
- The owner, manager and inspector completed a learning walk together. They discussed how the setting is organised to support children's independent choices and how they have altered the environment to include real world and home resources.
- A parent and grandparent told the inspector about how staff support their child in the setting and how pleased they are with their progress.
- The inspector spoke with staff and children at appropriate times during the inspection assessing the quality of teaching, challenge and impact on children's learning.
- Some documentation was reviewed by the inspector, including records of paediatric first aid, staff suitability, policies and safeguarding records.
- The owner, manager and inspector carried out a joint observation of an activity and assessed the impact on children's learning.

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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