

# Inspection of Smiley Happy People

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

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Inspection date: 20 January 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Inadequate
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## What is it like to attend this early years setting?

### The provision is good

Children begin their journey into the nursery by engaging in activities that capture their curiosity along the entrance path. They observe their reflection in strategically placed mirrors and explore a variety of different locks, bolts and handles to ignite their interests. Once inside the nursery, staff welcome children warmly and enthusiastically, and are keen to hear about their experiences from home. Children settle quickly and feel safe and secure in the calming and natural environment.

The sequence of the curriculum is good. Staff know children individually and how to take them forward in their development from their starting points. Babies enjoy exploring the texture of different cereal to support their creative development. Younger and older children relish in grinding fruit and herbs with a mortar and pestle, such as lemon, lime and rosemary, experiencing the aroma it provides.

Children have a positive attitude to learning and staff promote a respectful culture. Staff are good role models and have high expectations of children's behaviour. Older children enjoy taking it in turns to play hide and seek in a cardboard box and then use it like a drum by banging on it to create a sound. Children make independent choices in their play. They enjoy making marks in flour and use loose parts to create their own imaginative masterpiece.

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

- Children develop good literacy skills. A wide range of books are available throughout the nursery. Staff provide a 'book swap' where children can bring in their own books from home and swap them for ones from the nursery to enhance their early reading skills.
- The nursery has strong links with the local community. Contractors have enabled children to watch the construction of the nearby bridge and they are first in line to walk across it when it opens shortly. Additionally, children engage in fitness sessions at the local gym and write letters to the residents at the neighbourhood nursing home. Community spirit is of high importance.
- Children have a good understanding of sustainability. They re-use bathtubs, cabinet drawers and various household items, designing and upcycling them into garden planters and wildlife areas. This benefits their understanding of the world and how to renew items rather than waste them.
- Staff are passionate about improving children's communication and language skills, including those with speech delay and special educational needs and/or disabilities. They have attended training to enable them to use signs to support speech, and engage children in specific activities to improve their development in this area. However, occasionally, staff do not challenge older children well enough to extend their overall learning even further.

- Children benefit from plenty of fresh air and exercise. Babies go out with staff down to the river to feed the ducks. Younger and older children enjoy playing in the nursery garden, exploring natural resources. All children receive freshly cooked meals from the on-site chef and learn about oral health during play activities.
- Overall, children play well together and enjoy the company of peers and adults alike. However, staff have yet to develop further strategies to help younger children understand between right and wrong, to support their social skills.
- Partnerships with parents and other professionals are effective. The sharing of relevant information provides a consistent two-way flow of communication to benefit children's development. Parents comment that their children have made good progress and have settled well into the nursery.
- The environment is calm, neutral and relaxing. Children enjoy exploring inviting spaces that meet their interests and needs. Babies have cosy 'coracle cots' that they can freely access when they require rest or a nap. Younger and older children lie on a quilt and listen to classical music after lunch as part of their 'rest and relaxation' session to support their well-being.
- Children understand how others are less fortunate than themselves. They raise money for charity and donate food to the local food bank to help those families in need of support.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders have made good improvements since the last inspection to ensure all child protection concerns are accurately recorded. Contact with local safeguarding partners is frequent to ensure children's welfare. Leaders and staff have a clear understanding of signs that may indicate a child is at risk and who to report their concerns to. Leaders use safeguarding quiz cards to test staff's child protection knowledge. The premises are secure. A fingerprint system allows only staff members to enter and exit the nursery, to ensure children's safety. The nursery uses its own fleet of cars to transport children on outings and collect them from local primary schools. Valid insurance and suitable car seats are in place to help protect children's welfare.

## What does the setting need to do to improve?

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

- provide older children with more challenging opportunities to extend their overall learning
- devise further strategies to help younger children understand between right and wrong.

## Setting details

<b>Unique reference number</b>	EY371943
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10205447
<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>	85
<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>	4 August 2021

## Information about this early years setting

Smiley Happy People registered in 2008 and operates from premises on a retail and industrial estate in Newport, Cornwall. It is open Monday to Friday for 51 weeks of the year, from 8am to 6pm. The nursery receives funding for the provision of free early education to children aged two, three and four years. There are 15 members of staff, most of whom hold early years qualifications at level 3. The owner holds qualified teacher status and the manager and one member of staff hold a qualification at level 5. The nursery follows the Curiosity Approach philosophy.

## Information about this inspection

### Inspector

Joanne Steward

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The owner, the manager and the inspector carried out a joint observation of a speech and language activity and discussed the quality of teaching.
- Parents' views of the provision were sought through verbal discussions and written letters.
- The inspector spoke to staff and children at appropriate times throughout the day.
- The owner and the manager took the inspector on a learning walk and discussed the curriculum and what they want children to learn.
- A range of documentation was looked at, including safeguarding procedures and policies, staff qualifications and their suitability to work with children.

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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