

# Inspection of Smileys Creche

Mid Staffordshire General Hospitals NHS Trust, Staffordshire General Hospital,  
Weston Road, STAFFORD ST16 3SA

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Inspection date: 8 February 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

### **The provision is good**

Children receive good-quality education at this warm and homely nursery. They arrive happy and eager to learn, greeted by friendly staff. Children form strong relationships with their key person and all staff. They settle quickly into the daily routine. Children demonstrate their confidence as they approach new people to show their toys to, showing that they feel safe and secure in the nursery.

Staff have high expectations for all children, and they are making good progress across the seven areas of learning. Children are confident and move around their rooms selecting the toys they want to play with. For example, pre-school children run around the garden safely, chasing their friends and ride sit-on toys skilfully using the pedals. Children have plenty of opportunities to lead their own play and create games with their peers. They show good concentration and perseverance. For example, pre-school children work together to complete puzzles and complex space station structures. They demonstrate enjoyment in their achievements.

Children's behaviour is good. Staff use successful strategies to promote positive behaviour and raise children's self-esteem. They help children follow boundaries. Children learn to share, take turns and be kind to one another.

Parents praise the nursery's organisation during the COVID-19 pandemic. For example, ideas for children's learning were shared with them and activity packs provided for parents to continue their children's learning at home.

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

- The highly experienced managers are passionate in their drive to lead the nursery to the highest quality. Managers and staff reflect well on the provision and continually look for areas to further improve. For example, they have recently focused on improvements to the outdoor space and returning to engaging in community activities with the children. Staff's well-being is given high priority, which helps them feel supported and valued.
- Staff know children and their interests well. They develop interesting and varied activities to ignite children's enjoyment and imagination. For example, children delight in helping staff to create a pretend farm. They pretend to be farmers, with toy tractors, real hay, mud and vegetables to feed the pretend animals. Through discussions, children learn about our natural world and animals that live on a farm.
- Children have an eagerness to learn and become quickly engaged with exciting resources that are set up to provoke learning. Babies sit happily beside attentive staff and feel confident to leave them to explore the familiar toys and surroundings. Toddlers relish making pretend animals stomp in sand and mud.

Pre-school children enjoy activities where they learn about teeth and the importance of good oral hygiene. They use role-play toothbrushes and sets of teeth to learn how to brush teeth effectively.

- Staff understand the importance of developing children's communication and language across the nursery. Activities, such as singing songs and reading stories always take place throughout the day. Children of all ages are showing a good interest in books. Staff read to children with enthusiasm, and children enjoy opportunities to enact the roles of their favourite characters. Overall, children are confident communicators.
- Staff observe children and make accurate assessments of children's development. However, not all staff make the very best use of the information they collate in order to extend children's learning to the highest level when teaching. On occasions, during interactions and play, they miss opportunities to fully challenge children and further extend their developing skills.
- Children enjoy a range of healthy meals and snacks. They know that apples, oranges and bananas are fruits and talk about foods that are healthy. This contributes towards children leading a healthy lifestyle.
- Children make independent choices as they happily access resources in their play. Younger children, with staff's support, access their own drinks and feed themselves. In addition, preschool children take themselves to the toilet. However, staff do not consistently promote children's independence across the nursery. This is because, sometimes, staff are too quick to do simple tasks for children, such as putting on their coats, before giving them the chance to try for themselves.
- Partnership with parents is a strength. Staff share children's next steps with parents and show them photos of what their children are doing while at the nursery. Parents comment that they feel the managers and staff are approachable and supportive and the nursery is home from home. Partnerships with schools and external professionals are also very established. This helps to provide continuity in children's learning and aids their progress.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff and managers complete regular child protection training to keep their knowledge up to date. They can identify signs that could indicate a child is at risk of abuse or neglect and the risks associated with extreme views and beliefs. Information is available in rooms for all staff, such as policies and posters on display. This includes details about how to manage concerns and make referrals to outside agencies. Managers understand the procedures to follow if an allegation is made against a member of staff.

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

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

- use assessment information of children more effectively when teaching in order to very precisely extend children's learning to the highest level
- provide more opportunities for all children to practise their independence throughout the day.

## Setting details

<b>Unique reference number</b>	218487
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10218197
<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 11
<b>Total number of places</b>	72
<b>Number of children on roll</b>	165
<b>Name of registered person</b>	Smileys Creche Ltd
<b>Registered person unique reference number</b>	RP905438
<b>Telephone number</b>	01785 220720
<b>Date of previous inspection</b>	5 November 2018

## Information about this early years setting

Smileys Creche registered in 1990. The nursery is one of several settings operated by Smileys Creche Ltd. The nursery employs 23 members of childcare staff. Of these, one holds an appropriate early years qualifications at level 6, two at level 5 and two at level 4. A further 10 members of staff hold a relevant qualification at level 3 and one at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 6.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Bev Devlin

## Inspection activities

- This is the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- A manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector conducted a joint observation of a group activity with a manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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