

Inspection of Smileys Creche

Worcestershire Royal Hospital, Charles Hastings Way, WORCESTER WR5 1DD

Inspection date:

13 July 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

At times, staff do not identify and remove all risks from the environment before children enter the setting. However, the impact of this is minimal because staff supervise children well. Staff have a nurturing tone, particularly towards babies and younger children. Babies pay attention to the sounds staff make as they read stories and sing rhymes. Older children enjoy sensory activities, such as when they make play dough. There is a positive atmosphere created by staff as children play. This supports children to form secure relationships with them.

Staff do not consistently provide challenge for children to build on what they already know and can do. This does not support children to make good enough progress in their learning from their starting points. That said, staff plan some activities for children to engage in. Children happily play together in the home corner, making different types of food. The support for children with special educational needs and/or disabilities (SEND) is sound. Staff identify well where there are concerns about children's development. They make referrals to ensure that children receive the support they require early enough. Staff are consistent in their approach to managing children's behaviour. Consequently, children behave well.

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

- The use of risk assessments is not always effective to ensure that staff identify and remove all hazards and risks in the environment before children enter the setting. However, staff supervise and monitor children well as they play, and there are more than enough staff to meet the adult-to-child ratio requirements. This reduces the impact on children's safety.
- Leaders do not ensure that staff sign children in and out of the setting, with their actual hours of attendance. Despite this, staff do have a secure understanding of which children they expect in every day. They make contact with parents if children do not attend their session. This approach limits the impact on children's care and well-being.
- Leaders place a focus on staff's well-being, particularly improving their confidence, and staff speak positively about them. Leaders have regular meetings with staff. However, these are not focused enough on improving staff's overall effectiveness and the consistency of teaching and learning across the whole setting. Consequently, there are occasions where the quality of teaching that children receive is not good.
- The curriculum covers all areas of learning. However, staff do not use what they know about the children to plan challenging activities that continuously extend and deepen their learning. This means that children do not fully benefit from the activities on offer to make good enough progress in their learning. That being

said, the support for children who speak English as an additional language is secure. Staff learn key words from parents and actively model the children's home language, followed by English, as children play. This helps to develop children's language skills further.

- Staff ensure that children clean their hands before and after meals. They provide a well-balanced diet for children, which includes access to plenty of fruits and vegetables. This supports children to learn how they can live healthy lifestyles. Staff manage children's behaviours well. They speak to children calmly and use lots of reassurance to calm children down when they are upset. Staff praise children for their positive behaviours, such as 'good sitting' and 'good listening'. Children show respect towards one another.
- Leaders have taken action to improve since their last inspection. For example, staff have completed paediatric first-aid training. Leaders ensure there is always a member of staff with first-aid training present when children are in the building.
- Parents comment highly about the setting. Staff keep parents informed about their children's learning so they can continue this at home. Since the last inspection, staff find out children's starting points from parents to identify what children already know and can do. They use this information, and their own assessments of children, to develop next steps to support children's learning further. Where there are concerns about a child's development, staff liaise well with other professionals to ensure children receive the support they require in their care and/or learning.

Safeguarding

The arrangements for safeguarding are effective.

Although risk assessments are not always effective to identify and remove all hazards in the environment, staff are deployed well and supervise children effectively as they play. This minimises the risk and the impact on children's safety. Leaders have taken adequate action since their last inspection to improve staff's knowledge of safeguarding. Staff demonstrate a secure knowledge of the different types of abuse, including the 'Prevent' duty, female genital mutilation and county lines. Staff confidently know how to deal with any allegations made against someone who works with children. They explain well where they could get further support and advice if concerned about the welfare of a child. Leaders have trained staff well on the 'run, hide, tell' initiative to ensure they know how to respond to any gun violence incident.

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
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improve the use of risk assessments to ensure environments are safe before children enter the setting	14/07/2022
ensure that all children are signed in and out every day with their actual hours of attendance.	14/07/2022

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

- support staff to use what they know about the children to plan challenging activities that build on what they already know and can do
- focus sharply on improving the consistency of teaching and learning across the whole setting, to ensure all children benefit from high-quality teaching experiences.

Setting details

Unique reference number	EY239760
Local authority	Worcestershire
Inspection number	10231657
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 4
Total number of places	60
Number of children on roll	54
Name of registered person	Smileys Creche Ltd
Registered person unique reference number	RP905438
Telephone number	01905760416
Date of previous inspection	4 February 2022

Information about this early years setting

Smileys Creche registered in 1996. The nursery employs 14 members of childcare staff. Of these, 13 hold a relevant early years qualification at level 3 and one holds a qualification at level 5. The nursery opens 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

Louise Chinyuku

Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 spoke to children and viewed feedback received from parents and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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