

# Inspection of Smilers Nursery Ltd

Park House, Valentines Park, Perth Road, ILFORD, Essex IG2 6EA

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Inspection date: 3 August 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children enjoy the time that they spend at this warm and welcoming nursery. They form strong attachments with staff and demonstrate that they are emotionally secure. Children show that they feel comfortable as they play alongside adults or enjoy sitting on their laps when listening to stories.

The curriculum is rich and exciting. Children take part in an excellent range of activities. Staff make full use of the extensive outdoor learning areas to enrich children's experiences even further. For example, children enjoy using the bespoke outdoor play equipment. Children recall their favourite stories, and recite them with excitement and enthusiasm. The highly qualified staff team consistently brings children's learning to life, making it interesting and fun. For example, staff have created a building site area in the garden. Children delight as they use bricks and sand to make a house.

Children benefit from effective settling-in processes. Staff know their key children well. They confidently talk about children's individual characteristics, including their abilities, likes and dislikes. Staff are extremely vigilant and help children to understand about possible dangers, especially in the outdoor environment. For example, staff show children how to use the large spades safely in the digging area. Staff have high expectations for all children. They encourage good manners and are good role models. All children behave well and play cooperatively with others.

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

- The experienced and well-qualified manager supports and monitors staff's development. She takes pride in her team and helps staff to confidently perform to their full potential. The manager clearly identifies what she wants children to learn as they move through the nursery. The manager and her team plan a broad and ambitious curriculum based on what children already know and can do and what they need to learn next. For example, children learn mathematical concepts during their everyday experiences. High-quality interactions with staff mean that children make good progress from their different starting points in learning.
- Parents speak highly of the nursery and the relationships which staff form with their children. They feel exceptionally supported by the manager and staff team. The manager and her staff work closely with the parents of children with special educational needs and/or disabilities to help ensure that each child makes the best possible progress. Although parents are not currently entering the nursery due to the COVID-19 pandemic, staff hold daily discussions at the entrance and share information. Parents have access to pictures and updates through an

online parent app. They are also invited to events, such as the recent graduation party held in the large garden.

- Staff understand the importance of developing children's communication and language. They sing songs and read stories consistently throughout the day with children of all ages. Children show a good interest in books. Staff hold meaningful conversations with older children and regularly introduce new words into their vocabulary. For example, staff ask children to describe what the mixture feels like when making dough. Children confidently describe the texture as 'gloopy' and 'sticky' before making suggestions to add more flour to the mixture.
- Children make their own choices and explore their uniqueness. Staff promote inclusion and avoid gender stereotyping when planning activities. For example, staff learn about family cultures from parents and reflect this in nursery life. Children learn about cultures different to their own by taking part in a wide range of cultural celebrations across the year.
- Staff report that they feel well supported, both personally and professionally. Some steps have been taken recently to reduce their workload. However, on occasions, staff are not consistently available to interact and focus on children's care and learning, due to completing excessive records.
- Children spend plenty of time outdoors in the fresh air. This helps them to develop their muscles and coordination. Oral hygiene is promoted well, and children enjoyed a recent visit from a local dentist. Children are encouraged to be independent during mealtimes. On the whole, children enjoy a balanced mix of healthy food. However, on occasion, staff do not give enough attention to ensuring that planned menus are consistently nutritious and well balanced.

## Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff undertake safeguarding training and attend meetings to keep their knowledge up to date. Staff are very knowledgeable about how to keep children safe. They know the signs to look out for in children and their wider families. Staff know who to report these concerns to, including to agencies outside of their organisation. The provider follows robust recruitment procedures to ensure that those employed to work with children are suitable to do so. The premises are clean, safe and secure. Staff carry out checks to maintain good standards.

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

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

- continue to embed recent steps to reduce staff's workload to ensure that children and key persons can spend even more time together

- review planned menus to make sure that children's meals are consistently well balanced.

## Setting details

<b>Unique reference number</b>	2524060
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10208192
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Smilers Nursery Limited
<b>Registered person unique reference number</b>	2524058
<b>Telephone number</b>	02085183888
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Smilers Nursery Ltd registered in 2019. The nursery employs 15 members of childcare staff. Of these, 10 staff hold appropriate early years qualifications at level 3 or above, including the manager who holds early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Claire Nunn

## Inspection activities

- This was 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.
- The manager led the inspector on a learning walk around the setting to discuss how they organise the curriculum.
- The inspector observed the quality of education through observations, while evaluating the impact it has on children's learning.
- The opinions and views of parents were considered during the inspection.
- A sample of documentation was reviewed during the inspection, including suitability checks and first-aid certificates.
- A joint observation was carried out with the manager.
- The inspector talked to the staff and children and took their views into account.

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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