

Inspection of Smiles Hinckley Parks

Hinckley Parks Primary School, Leicester Road, Hinckley, Leicestershire LE10 1LP

Inspection date: 16 September 2022

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

What is it like to attend this early years setting?

The provision is good

Children settle exceptionally well and it is evident they have made close friendships with their peers. They happily wave goodbye to their parents at the door and run to find their friends and favourite toys. New children seek out their key person and receive cuddles and reassurance that help them to feel happy, content and safe. Children become confident at expressing their ideas and opinions. Staff listen carefully to their views and use these to extend their play activities. For example, by adding the dinosaurs to a mud activity.

Children relish the opportunity to choose where they would like to play, either inside or outside, and engage well with their chosen activities. Consequently, children behave very well and show positive attitudes towards their learning. Children spend a lot of time outdoors, exploring and digging in the mud kitchen, playing in the water tray and rolling cars down a ramp. Children laugh and show off their problem-solving skills as they skilfully work together to make the tandem bicycle move along. This and other activities help them to develop good physical skills in the carefully planned and well-resourced outdoor space.

Children become immersed deeply in their own imagination as they enact roles of being a chef as they manipulate play dough. They become truck drivers and pretend to be 'Mummy' and 'Daddy' as they wash the babies and cook tea in the role-play area.

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

- Staff know children well and are good at following on from children's interests and using spontaneous opportunities to support learning. For instance, when children become immersed while playing with the play dough they pretend to make pizza. Staff provide other ingredients and the opportunity for children to bring this activity to life. They support children to make their own real pizza to eat for tea.
- The management team is fairly new to post. Despite this, they have a good understanding of the pre-school's values and ethos. They understand how children learn and what skills are needed to support future learning, such as at school. However, the curriculum is not yet firmly embedded and occasionally staff provide activities without having a clear purpose for what they want the children to learn. This means that at times children are not challenged enough to extend or build on what they already know and can do.
- Partnership working is good. Links with external professionals and the local authority are built on trust and respect. Parents say staff and leaders are welcoming, thoughtful and provide 'an inclusive setting where all children can learn and play where they want.' Parents continue their children's learning at

home and speak to staff on a daily basis about their children's day at the setting.

- Children develop an understanding of the world around them. They go for walks in the local community and visit the local shops. Children confidently talk about the vegetables they have planted and start to gain an understanding of healthy eating, as they benefit from eating produce they harvest. They enjoy sociable mealtimes where they are encouraged to talk with staff and their friends about what they are eating. Children develop increasing self-help skills as they master the use of their cutlery and wash their own plates after snack times.
- The manager is extremely knowledgeable about child development. Her passion is evident and she displays a strong commitment to providing good quality experiences for the children. The manager is enthusiastic about adult learning and professional development for herself and the staff team. She is currently completing a qualification alongside the deputy manager regarding leadership in early years. However, training and coaching for staff is not yet being implemented to help raise the quality of staff's teaching practice to a higher level.
- Respect for children and their individuality are golden threads that run throughout this pre-school. Staff are kind and caring towards children. They listen attentively to children's words, provide them with time to understand what is expected of them, and ask children if they can join in with their play. This helps children to feel valued and learn about mutual respect and how to be kind and caring to others.

Safeguarding

The arrangements for safeguarding are effective.

Management ensure staff are suitable to work with children through safer recruitment procedures and ongoing checks. The premises are safe and secure. Staff carry out regular risk assessments and children are taught to manage risks safely. The manager keeps staff up to date with changes in safeguarding policy and legislation. She provides regular training on how to keep children safe and protected from harm. Staff and managers actively work with families and other agencies to ensure any necessary early intervention happens promptly.

What does the setting need to do to improve?

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

- strengthen the curriculum intent and implement this effectively to help maximise children's learning, development and progress they make
- implement arrangements for coaching and training to help staff raise the quality of their teaching to a consistently high level.

Setting details

Unique reference number	2523548
Local authority	Leicestershire
Inspection number	10208166
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	2 to 10
Total number of places	56
Number of children on roll	76
Name of registered person	Smiles Nurseries Ltd
Registered person unique reference number	2523546
Telephone number	01455 611200
Date of previous inspection	Not applicable

Information about this early years setting

Smiles at Hinkley Park registered in 2019 and operates from the Hinckley Parks Primary School site, in Hinckley, Leicestershire. The pre-school employs nine members of childcare staff. Of these, seven hold appropriate qualifications from level 2 to level 6. The pre-school is open from Monday to Friday term time only. Sessions are from 7.30am until 6pm. The pre-school has a wraparound breakfast and after-school club that is open during term time, from 7.30 until 8.45am and 3pm until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Carly Polak

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 pre-school provision.
- The manager showed the inspector all areas used and discussed the curriculum on the learning walk.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector held a meeting with the area manager and the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The manager and inspector jointly observed practitioner's interactions and activities with children.
- The inspector spoke with parents during the inspection and took account of their views.

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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