

# Inspection of Smiley Faces

Bourne Methodist Church, Hednesford Road, Heath Hayes, Cannock, Staffordshire  
WS12 3HU

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Inspection date: 3 October 2022

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Good

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

### The provision is inadequate

The provider and staff do not prioritise the welfare of children at this setting. They fail to keep children safe. The provider does not implement sound risk assessment, and staff do not have a good enough understanding of safeguarding to help protect children from harm. Despite this, children appear generally happy and settled.

Not all children learn how to behave well. Some children snatch resources or shout at other children, without any intervention or support from staff. Children frequently run around the room. Children do not receive the support and encouragement they need to help them to look after their learning environment. Some children throw toys and resources and discard them on the muddy ground. Although staff ask children to tidy up, few children help because they do not receive the support they need to know what is expected of them.

Children develop sound physical skills. They enjoy riding on wheeled toys and playing with balls outside. Children develop hand-to-eye coordination as they use spades to fill and empty containers with soil. Children develop some early literacy skills as they choose books to look at.

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

- Risk assessment procedures are not effective. The provider checks all areas before children arrive to identify any risk to children. However, they fail to identify the risk posed by hot radiators and exposed pipes. In addition, the provider fails to minimise the risk of children trapping their fingers in doors. The provider and staff do not have a robust understanding of safeguarding. This puts children at risk of harm.
- The provider does not ensure that staff implement a coherent curriculum to build on children's learning. Overall, activities and experiences planned for children are mundane. They lack inspiration and fail to excite and motivate children. As a result, although children are generally amused and occupied at the setting, they fail to make sufficient progress in their learning and development.
- Staff have a poor understanding of how to use effective observation, assessment and planning to support children's learning and development. Staff do not have a good understanding of what children already know and can do. They do not use assessment information to prioritise and plan for what children need to learn next. As a result, children, including those in receipt of additional funding, do not make the progress of which they are capable.
- Staff do not provide effective support to help children learn what is expected of them. Some staff respond to children's negative behaviour by saying 'no thank

you', which children do not understand. At other times, staff tell children to share resources but do not follow this up with appropriate support and explanation.

- The provider does not ensure that staff have the necessary knowledge, skills and experience to fulfil their roles. She does not ensure that staff benefit from regular supervision sessions and coaching to develop their practice. As a result, the overall quality of teaching is too variable.
- The key-person system is not effective. Parents are not aware who their child's key person is. Staff do not share enough learning and development information with parents to help them to support children's learning at home.
- Staff do not promote children's health effectively. Although they support children with some hygienic practices, such as washing their hands before meals, they do not do this in a timely way. Children wash their hands and then play with toys and resources before sitting down to eat. Some children eat snacks directly off the table because staff do not offer plates. Staff do not provide enough support to help children to learn about healthy food and to develop healthy eating habits.
- Parent partnerships are not strong enough. Staff share some information with parents. They speak to parents at drop-off and collection time. However, staff do not share sufficient learning and development information with parents to help them build on children's learning at home.
- Some appropriate support is given to children with special educational needs and/or disabilities. These children benefit from gradual settling-in sessions to help them adjust to the new environment.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider and staff have a weak understanding of safeguarding and child protection procedures. The provider does not give enough support and training to staff to enable them to respond to safeguarding concerns effectively. Not all staff are aware of the procedures to follow in the event of allegations against adults working with children. This puts children at risk of harm. Children are exposed to risks that compromise their safety. The provider implements sound recruitment and vetting procedures to check the suitability of staff. The premises are secure.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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improve knowledge and understanding of risk assessment and take all reasonable steps to minimise or remove risks in the nursery to keep children safe	14/11/2022
ensure that the designated safeguarding lead and staff have a secure understanding of the setting's safeguarding policy, with particular regard to managing allegations against a member of staff	14/11/2022
develop and implement an ambitious curriculum that challenges children in their learning to ensure they make at least good progress	14/11/2022
ensure staff consistently provide activities that are interesting, challenging and stimulating so that children engage in purposeful play and become motivated learners	14/11/2022
support staff to use observations and accurate assessments of children's learning effectively to plan for children's individual next steps in learning	14/11/2022
support staff to manage children's behaviour effectively and to help children learn what is expected of them	14/11/2022
implement effective arrangements for the supervision of staff to ensure they receive coaching and foster a culture of mutual support to improve their teaching and personal effectiveness	14/11/2022
implement an effective key-person system to ensure that every child's learning and care are tailored to meet their individual needs	14/11/2022
consistently promote children's good health, with particular regard to implementing hygienic practice and promoting healthy eating	14/11/2022

provide parents with sufficient information about children's learning and development to help them to build on children's learning at home.	14/11/2022
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## Setting details

<b>Unique reference number</b>	EY422778
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10257752
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Marklew, Maria Agnes
<b>Registered person unique reference number</b>	RP515243
<b>Telephone number</b>	07419141680
<b>Date of previous inspection</b>	4 June 2019

## Information about this early years setting

Smiley Faces registered in 2011. The nursery opens from Monday to Friday, during term time only. Sessions are from 8.30am until 3pm. The provider employs four members of childcare staff, three of whom are qualified at level 3 or above. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Trisha Turney

## 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 inspector conducted a leadership and management meeting with the owner of the setting, who is also the manager.
- The manager completed a learning walk with the inspector, where they discussed the curriculum.
- The inspector completed a joint observation with the manager, where they evaluated the quality of teaching and practice together.
- The inspector spoke to parents, staff and children throughout the inspection.

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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