

Inspection of Smileys Creche Ltd

The Alexandra Hospital, Woodrow Drive, REDDITCH, Worcestershire B98 7UB

Inspection date: 28 September 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children benefit from a unique and well-resourced setting that all staff worked together to source locally. Children behave well, with staff role modelling manners, how to be considerate of others and the importance of sharing and turn taking. Children are confident and build strong relationships with both staff and their peers. The key-person system is effective. Children look to their key persons for comfort and reassurance. Children separate from their parents well and are greeted by warm and welcoming staff. Children settle swiftly because staff know them well and provide the encouragement that children need to thrive.

Staff have high expectations of what children can achieve. Children develop good attitudes to their learning. For example, children in the pre-school room pretend play in the heavy-duty plastic tray as they combine materials to make potions. Toddlers happily follow instructions while playing a game called 'Hop Little Bunnies,' based on a familiar rhyme, in the garden. Staff demonstrate that they are interested in what the children have to say by consulting with them. For example, staff allow children to make a choice about which story they want to read at circle time. This helps children learn the value of expressing their opinion and listening to others. Children with special educational needs and/or disabilities (SEND) receive tailored plans that meet their needs. Managers and staff engage with a range of professionals to help children with SEND reach their highest potential.

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

- Since the last inspection, managers have made a huge effort to improve partnership working with parents. Managers have introduced an online learning system, which provides parents regular updates on their child's development. Managers also have a social media group, which supports parents with activity ideas for home and provides guidance on topics such as toilet training and safer sleeping.
- The environment and wider world are important to the staff. Staff teach children skills for later in life, including how to recycle, reduce waste and about the use of plastic. Children grow their own vegetables and care for their chickens, 'Dorris' and 'Shirley'.
- Hygiene practices are good. Children are able to independently access the toilet. They wash their hands before and after food and after messy-play activities. Children have access throughout the day to water, and each room has an independent station where children can access tissues to wipe their own noses.
- Children have daily access to the outside environment to support their physical development and well-being. However, the garden area for the youngest children does not fully enrich their learning. Staff are slightly unclear about what they want them to gain from being outside. Therefore, the outdoor play

opportunities for the youngest children are somewhat limited.

- The manager uses funding effectively. Children in receipt of two-year-old and early years pupil premium funding make good progress. Staff support them well to develop their communication, physical, and social skills. For example, they purchase and share books with children about varied family types. This helps them to understand their similarities and differences and be proud of their home experiences.
- The resources in the nursery are unique, which sparks children's imagination and supports them in pretend play. Staff make regular assessments of children's learning and development. They use this information to ensure that children's interests shape activities. However, on occasion, staff do not identify broad enough next steps in older children's learning to fully stretch and extend them at the highest level.
- Children enthusiastically listen and take part in their favourite books and songs. Staff use music and sounds with younger children to encourage their interests. For instance, children search for animals in shredded paper and, when they find them, make the animal sounds enthusiastically.
- Support for children with SEND is good. The special educational needs coordinator has a detailed understanding of children with SEND and how best to support them. She engages with outside agencies to ensure that children with SEND reach their full potential.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have secure knowledge about child protection, including the signs and symptoms to look for that might mean a child is at risk. They are confident in how to report and escalate these concerns. Staff identify parents who might require extra support and provide this. This holistic approach towards the child and family helps to ensure early intervention to protect children from potential harm. There are good practices in place to keep children safe within the setting. For example, the nursery uses an intercom system to check the identity of anyone they do not recognise, so no unauthorised people can gain access to the building. The perimeter fence is secure, and regular risk assessments are completed to keep children safe from any risks.

What does the setting need to do to improve?

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

- support staff to review the use of the garden area for the youngest children and extend the outdoor play opportunities they are offered to help fully enrich their learning
- help staff identify broader next steps in learning for older children and use these

to extend and stretch their achievement at a higher level.

Setting details

Unique reference number	EY259744
Local authority	Worcestershire
Inspection number	10234717
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	9 to 48
Total number of places	59
Number of children on roll	63
Name of registered person	Smileys Creche Ltd
Registered person unique reference number	RP905438
Telephone number	01527507963
Date of previous inspection	5 January 2017

Information about this early years setting

Smileys Creche Ltd registered in 2003. The nursery employs 15 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above, including one with early years professional status and one with qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Rowland

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 and inspector completed a learning walk of all areas of the nursery and discussed the early years curriculum, the intent, and the skills the children are learning.
- 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 talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Children engaged with the inspector and shared their interests during the inspection.
- The inspector spoke to parents to provide their views on 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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