

Inspection of Smiley Faces

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

Inspection date: 22 March 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Children happily enter this welcoming setting and quickly settle into the routines of the day. They eagerly take part in activities and are keen to explore their stimulating environment. Children enjoy role playing as characters from books as they act out stories. Children delight in stomping and swishing around the room. This helps to build a lifelong love for books and encourages their future reading. Even the youngest children reach independently for books and carefully turn the pages. Staff are attentive and make good use of stories to broaden children's vocabulary and language skills.

Children enjoy exploring the outdoor area. They use slides, kick balls and dig up mud with the ride-on diggers. This is building their physical skills and increasing their heart rates for daily exercise. Children are encouraged to take appropriate risks as they jump off rubber tyres. This helps them to understand their boundaries and build self-esteem as they succeed with tricky tasks.

Staff have high expectations for all children. Staff regularly praise children with 'high fives' and promote the use of manners. Children are learning to share and take turns. They kindly negotiate sharing the play dough tools. This helps to build friendships and their confidence as they proudly show off their creations.

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

- The manager has worked hard to make improvements since the last inspection. They have designed an exciting and structured curriculum that builds on what children already know and can do. They are motivated to continue to improve the setting to help achieve the best outcomes for children. Staff make regular observations to support the planning of activities so they meet the individual next steps of children. This helps children to achieve good progress in their learning.
- There is a strong focus on children's communication throughout the setting. Staff make good use of songs and props to encourage language. Staff are attentive to all children; they give them equal support and interactions. This means children feel important and valued. Children laugh as staff playfully join in with the actions to nursery rhymes. This helps children to form strong bonds with staff. It also encourages them to join in singing and practise their language skills.
- Mealtimes are sociable times. Staff take the opportunity to teach children about healthy lifestyles. Children recognise the difference between healthy and unhealthy foods. Children know that too many Easter eggs would be unhealthy, but a little bit is alright. They have access to fresh drinking water or milk and daily outdoor play. This means they gain a good understanding about making

healthy choices.

- Staff sensitively support the emotional well-being of children. Staff are attentive when children are unsettled or tired. Staff offer cuddles and reassurance; they get down on their level and children quickly settle. This helps them to feel happy and secure in the setting.
- There are inspiring opportunities for mark making. Children skilfully manipulate brushes to make marks in flour and rub chalk onto log slices. This supports children's early writing skills by practising grips and building their small hand muscles.
- Staff support children with special educational needs and/or disabilities very well. Staff help children and families get the early and ongoing support they need. They hold regular meetings with parents and work closely with other professionals to set targets and make timely referrals.
- Children generally behave well; they stop and listen when staff tell them to put their hands on their head to get ready to tidy up. Children follow instructions and line up to get ready to go outside. Sometimes, despite staff asking children not to run around the room, they continue to do so. Staff do not explain to children why they should not run. This means children do not get a good enough understanding of the impact of the unwanted behaviour.
- The quality of teaching is good. Staff gather valuable information when children start. This helps staff to know children well. Interactions between children and staff are warm and meaningful. Sometimes, staff ask lots of questions in quick succession, which means that children do not always get the time they need to think deeply and respond.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff fully understand their role and responsibility to keep children safe. Staff have good understanding of procedures to follow if they are concerned about a child's welfare. The manager and staff know the correct procedure to follow if there are allegations made against staff. The environment is risk assessed throughout the day; the premises are safe and secure. The manager has made changes to the premises to reduce the risk of harm to children. For example, new radiator covers and door hooks have been installed. Staff count children in and out of the rooms so they remain safely accounted for.

What does the setting need to do to improve?

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

- develop staff's understanding to fully explain to children the impact of unwanted behaviour on others and keep themselves safe
- enhance staff's practice, particularly their questioning style, so that children have

enough time to think critically and respond to build on the quality of their interactions further.

Setting details

Unique reference number	EY422778
Local authority	Staffordshire
Inspection number	10260510
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	20
Name of registered person	Marklew, Maria Agnes
Registered person unique reference number	RP515243
Telephone number	07419141680
Date of previous inspection	3 October 2022

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 three members of childcare staff, two 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

Katie Rudge

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector viewed the setting and discussed the safety and suitability of the premises.
- 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 carried out joint observations of group activities with the manager.

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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