

Inspection of Smiley Faces Nursery

Bently Childrens Centre, 104 The Avenue, Bentley, Doncaster DN5 0NP

Inspection date: 28 June 2023

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 arrive and settle quickly as they are warmly greeted by staff. Management have designed a clear curriculum focused on supporting children to develop their listening, attention, communication and social skills. During circle time activities, children sing a welcome song where they are encouraged to identify and name the child sitting next to them. Children's awareness of caring for living things is supported through a range of real-life, hands-on learning experiences. Older children have observed the changes caterpillars go through as they turn into butterflies. Staff use books like 'The Very Hungry Caterpillar' to help children to learn and understand new words. As staff read the story, children recall what a cocoon is. They then excitedly explain to the inspector how the caterpillars in their enclosure formed cocoons before turning into butterflies.

Children are kept safe from potential harm through the vigilance of the staff team, and improved drop-off and collection procedures. Children are encouraged to behave well, with staff offering reminders where necessary to support their awareness of rules and boundaries. Children with special educational needs and/or disabilities (SEND) are identified by staff. The settings special educational needs coordinator (SENCo) works with staff, parents, and other professionals to identify individualised targets for each child. For children with more complex needs, staff receive relevant training so that they understand how to use specialist equipment to meet children's needs.

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

- Management have identified a significant impact from COVID-19 on children's personal development and communication skills. This also includes a higher proportion of children having SEND. Management have therefore designed their curriculum to focus on supporting children to learn how to play, interact and communicate with others. They also place a strong emphasis on helping children to develop their attention span.
- Staff help children to learn rules, boundaries and expectations. For example, children are encouraged to tidy away their toys at the end of the session. Staff hold baskets as they walk around the room encouraging younger children to pick up the toys. As children get older, staff encourage them to learn to put resources back where they belong.
- At staff sit with children during snack and lunchtime, they encourage good social interaction and conversations. Staff encourage children to eat savoury options before any sweeter foods. When reading stories, staff ask children questions to explore their understanding of being healthy. Children identify that the caterpillar feels unwell as it ate all the unhealthy food, and the healthy leaf made it feel better.

- Children are supported to build on their prior knowledge and skills through routine activities, like circle- and story-time sessions. However, when children choose not to participate in these planned experiences, staff do not adapt and plan alternatives for these children. While staff do engage in children's chosen play, the experiences provided are not as purposeful.
- While staff mainly focus on supporting children's positive interactions, attention and communication skills, they also use experiences to develop children's skills in other areas. For example, during routine circle-time activities, children count to 10 and are then encouraged to count the number of children present. Children develop their creativity and identify shapes, as they try and replicate symmetrical patterns on butterfly pictures.
- Staff plan key learning objectives for the whole group of children. They then individualise the learning experiences for each child, to support them to achieve these targets. Staff introduce children to termly themes and associated core-linked stories. They use these to broaden children's experiences and to introduce them to new words.
- Children learn about how things grow when planting sunflowers. Staff have also provided parents with seeds so that they can contribute to children's ongoing learning by growing sunflowers at home.
- Staff plan and deliver a range of interesting activities for children to engage in. However, once the activity is over, staff remove children's access to the experience. This prevents children from practising their skills and deepening their knowledge through their own explorations.
- Staff provide parents with information about forthcoming planned themes. They ask parents what each child already knows and what skills and knowledge they would like their child to develop. Parents are also asked about any events they are due to celebrate. Staff use all this information to inform future planning, respecting each child's background as they continue to move them forward in their development.

Safeguarding

The arrangements for safeguarding are effective.

Management and staff have a clear understanding of their roles and responsibilities to safeguard children. Staff understand if their concerns about children or staff are not acted on by management, they can make their own referral to relevant agencies. Each member of staff has a reference card, containing important contact numbers for safeguarding agencies. Regular training and quizzes during staff supervisions, help to ensure that safe safeguarding knowledge remains current. Management follows secure recruitment, vetting and induction procedures to ensure the suitability of staff.

What does the setting need to do to improve?

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

- clarify how staff will plan alternative quality experiences for those children who choose not to participate during routine planned activities
- consider allowing children time to revisit and explore activities and resources, so that they can practise their skills and deepen their knowledge.

Setting details

Unique reference number	EY547593
Local authority	Doncaster
Inspection number	10294746
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	56
Number of children on roll	65
Name of registered person	Smiley Faces Nursery Ltd
Registered person unique reference number	RP547591
Telephone number	01302 873165
Date of previous inspection	10 July 2019

Information about this early years setting

Smiley Faces Nursery registered in 2017 and is located in Doncaster. The nursery employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday, term time only. Sessions are from 8.30am to 4.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Arnold

Inspection activities

- This was the first routine inspection the nursery 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 setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Staff and children spoke with the inspector during the inspection.
- The inspector carried out a joint observation of a planned activity with the manager.
- Parents and grandparents shared their views of the nursery with the inspector.

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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