

Report for childcare on domestic premises

Inspection date:

10 October 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Overall, children are happy and settled at the nursery. Staff support newer children well, giving them a good amount of attention. However, this is a detriment to the quality of teaching, as staff's time is taken away from teaching to support these children, who at times need a lot of attention. Staff provide a clean and welcoming environment. However, they do not ensure that the risk of cross-infection is always minimised. Despite this, children show they feel safe and are content in the care of staff.

The manager works directly with the staff and children. She has a clear vision about what she wants children to achieve and learn before moving on to school. However, staff's teaching is not consistently purposeful to reflect this. As a result, the curriculum learning intentions are not met well enough, at times. This does not help children build effectively on their skills and knowledge. For example, staff invite children to do painting with conkers. However, staff quickly become absorbed in helping younger children paint their feet and so do not focus on what they want the older children to learn. Children behave well. Staff teach them to use 'kind hands' and good manners.

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

- Children have varied toys and activities to entertain them. However, the quality of teaching is not consistently good. This is due to staff, at times, not being deployed effectively to support children or being occupied with newer, settling children. Staff know their key children well. They understand where children are in their development and show an appropriate understanding of what their next steps are. However, teaching does not always support this purposefully.
- The manager meets the ratio for adults to children well. However, staff are not always deployed well enough. For example, at times, staff do not position themselves effectively outside and during mealtimes. Despite this, staff were in hearing, and this did not have a significant impact on the children's safety.
- Children have appropriate food and drink that meets their individual dietary needs. Overall, staff promote good hygiene well. However, there are occasions when staff do not follow procedures as well as possible. For instance, staff are seen to give drinking beakers to the children they belong to when other children have used them, without washing them first. Additionally, some children are seen to eat food that has been dropped on the floor, which goes unnoticed by staff. Although children understand some hygiene practice well, such as washing their hands, staff do not consistently promote their awareness of this.
- Staff mostly offer an environment where children can hear spoken language well. For example, staff talk to children as they play and offer a narrative during routines, such as nappy changes. Children have opportunities to hear words in

different contexts, as staff sing with them and play nursery rhymes. This helps to build on children's vocabulary, especially as younger children join in and attempt to say the words. At times, staff do not always consider their teaching fully, such as when asking children questions. For instance, staff's questions are sometimes basic, and they quickly answer these for children.

- Children behave well. They have formed some good friendships. For example, older children play together nicely, using their imagination with small figures and playhouses. Children listen well, especially when enjoying stories being read to them.
- Parental feedback is positive. Parents comment that they are 'confident their children are safe' and that the 'online application used to relay messages and information is effective'. Staff provide daily information to parents about their child's day, which supports continuity of care. Partnerships with other professionals involved in children's care and education are positive.
- The manager and staff comment that they work well together and have regular meetings where they talk about the children and topics. However, less focus is given to evaluating their overall practice to identify any breaches in requirements or weaker aspects of the provision that require improvement.

Safeguarding

The arrangements for safeguarding are effective.

All staff, including the designated safeguarding officer, have completed appropriate child protection training. They understand the signs and indicators that may indicate that children are at risk. They have a suitable awareness of the procedures to follow if they are concerned about a child, to help keep children safe. The manager understands her role to follow safer recruitment process and ensures that all staff working with the children and living in the grounds are suitably vetted. The premises are safe and secure, and staff undertake suitable risk assessments to ensure that children are safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that staff are consistently deployed to support and enhance children's well-being and learning, both indoors and outdoors	10/11/2023

take necessary steps to consistently prevent the spread of infection and ensure that children's health is not compromised	10/11/2023
implement an ambitious education programme that inspires, challenges and clearly supports what children need to learn next, to build on their individual stage of learning.	10/11/2023

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

- evaluate the quality of provision more precisely to identify and improve education and practice to improve the quality of the provision.

Setting details

Unique reference number	2652679
Local authority	Oxfordshire
Inspection number	10305523
Type of provision	Childcare on domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	0 to 3
Total number of places	38
Number of children on roll	32
Registered person unique reference number	2652683
Date of previous inspection	Not applicable

Information about this early years setting

Smiley Happy Monkeys Ltd registered in 2021. It is based in Horspath, Oxford. The setting is open five days a week, during term time, from 8am to 5.30pm It provides funded early education. The setting employs four members of staff, who all hold appropriate early years qualifications at level 3.

Information about this inspection

Inspector

Tracy Bartholomew

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 spoke with the nominated individual about the leadership and management of the setting.
- The manager explained the nursery curriculum during a learning walk with the inspector.
- The manager and the inspector completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- Children spoke to the inspector about the activities they took part in.
- Parents shared their views of the setting 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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