

Inspection of Partou Smileys Day Nursery & Pre-School

Mid Staffordshire General Hospitals NHS Trust, Staffordshire General Hospital,
Weston Road, STAFFORD ST16 3SA

Inspection date:

13 November 2024 - 26 November 2024

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

Staff are kind and caring. They greet children happily when they arrive. Children explore their playroom with confidence. Interactions between staff and babies are positive and supportive. Staff clap and praise babies as they point to the correct pictures in a book or attempt a new word. They model new words, repeat key sounds and phrases, comment on what babies are doing and sing nursery rhymes with them daily. Babies show they feel safe and content as they awake happily from their morning nap and greet staff with cuddles.

Leaders have identified a progressive curriculum across the nursery that focuses on helping children build on their knowledge and skills over time. However, weaknesses in the planning mean that the curriculum is not implemented well enough. Staff do not consistently use what they know about children to challenge them effectively according to what each child already knows and can do. Consequently, some children frequently disengage and lack purpose in their play. However, staff identify children with special educational needs and/or disabilities and work with parents and outside agencies to develop personalised learning programmes for them.

Staff support children to take turns and share resources. They plan activities that encourage children to play cooperatively. However, children sometimes display unwanted behaviour that is disruptive. They do not always take staff seriously, repeatedly refusing staff requests. While some staff do address children's unwanted behaviour appropriately, others do not pursue it, which sees the unwanted behaviour continue.

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

- Key staff promote children's emotional well-being during settling-in sessions. Staff are on hand to give a cuddle and comfort if children are unsettled. However, due to recent staff changes, the key-person system is not yet fully effective. Staff do not communicate effectively. This means children do not always receive good support when their key person is absent from the setting. In addition, during child-led play, children do not always benefit from high-quality interactions with staff. This results in children wandering at times, with little focus on their play and learning.
- Staff generally get to know children well. They make some observations and assessments of children's learning. However, they do not consistently use this information to identify and plan for what children need to learn next. Staff plan too broadly. They consider activities based on the age range of children attending but do not place enough focus on what individual children need to learn. Some activities are too complex for the children present. For example,

mark-making activities at times are mundane and presented to children as though they are tasks to complete. This takes meaning and enjoyment away from the learning, and children do not fully benefit from opportunities to refine, develop and extend their literacy skills.

- Pre-school children are confident and independent. They explore the environment with enthusiasm and learn to take care of their own needs. For example, they hang their belongings up on arrival, and they practise putting their shoes and coats on and taking them off. This helps to prepare children for their move to school.
- Children show motivation to investigate autumnal items and mini creatures in the garden. Staff describe what happens to trees and leaves during autumn. Children learn about the characteristics of different creatures and their habitats as they create a safe place for them to live in the garden with leaves, sticks and bark. Staff promote children's awareness of different celebrations, such as Remembrance Day, and take part in fundraising events. These experiences broaden children's knowledge of the seasons and the world around them.
- Children enjoy dressing up as superheroes and using their imaginations. They enjoy making cakes and soups in the mud kitchen using real kitchen utensils outdoors. All children have access to their own secure outdoor area where they can use a range of equipment to develop their large-muscle skills.
- Children are supported to develop healthy habits and independence. Staff provide healthy, nutritious meals and snacks and carefully cater for children's individual dietary requirements. Staff provide regular opportunities for children to access fresh air and exercise. Children are learning how to manage their own personal hygiene, recognising when they need the toilet and washing their hands independently.
- Overall, parents comment positively about the care children receive. They say children are happy to attend, and they receive updates about their children's day. Staff make good use of settling-in arrangements to build strong relationships with families and children.
- The newly established management team has a realistic oversight of the provision. The team has plans in place to make improvements. Leaders follow effective vetting procedures to ensure all staff are suitable to work with children, and they support staff's well-being. Staff feel well supported through appraisal meetings, mandatory training and various informal communications.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

	Due date
ensure key persons communicate effectively with other staff so that all children have the support they need in their play and learning when their key person is absent from the setting	11/12/2024
implement behaviour management strategies that support staff to be consistent in their approach and that build on children's understanding of behaviour expectations	11/12/2024
improve staff's use of children's observations and assessments to plan what individual children need to learn next and engage all children in purposeful play experiences.	11/12/2024

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

- continue to build on the arrangements for the supervision, monitoring and training of staff to provide staff with the knowledge and skills they need to successfully fulfil their roles.

Setting details

Unique reference number	2724772
Local authority	Staffordshire
Inspection number	10371495
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	0 to 4
Total number of places	103
Number of children on roll	105
Name of registered person	All About Children Limited
Registered person unique reference number	RP908106
Telephone number	01785220720
Date of previous inspection	Not applicable

Information about this early years setting

Partou Smileys Day Nursery & Pre-School registered in 2023. The setting employs 15 members of childcare staff. Of these, 15 hold an early years qualification at level 2 or above. The setting is open Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery offers funded early education places.

Information about this inspection

Inspectors

Beverley Devlin
Johanna Holt

Inspection activities

- The inspection started on 13 November 2024. An inspector returned on 26 November 2024 to gather additional evidence in line with Ofsted inspections and visits: Deferring, pausing and gathering additional evidence policy.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- A manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- 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 observed the interactions between staff and the children.
- A manager and the inspector carried out a joint observation outdoors.
- The inspector spoke to several parents during the inspection and took account of their views.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.

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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