

# Smiley Face Nursery

Inspection report for early years provision

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**Unique reference number** 145991  
**Inspection date** 11/01/2011  
**Inspector** Marilyn Joy

**Setting address** Amesbury C E Controlled Primary School, Kitchener Road,  
Amesbury, Salisbury, Wiltshire, SP4 7AX

**Telephone number** 01980 677025  
**Email** smileyfacenursery@hotmail.co.uk  
**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## **Description of the setting**

Smiley Face Nursery opened in 1985 and is based in the Five Wishes Children's Centre in Amesbury, Wiltshire. The committee-managed group operates as a charity. Children are based within three separate rooms, which have direct access to an enclosed outdoor play area. The nursery operates Monday to Friday from 8am until 6pm, 50 weeks of the year.

The nursery is registered on the Early Years Register and a maximum of 47 children aged from three months may attend at any one time. There are currently 120 children on roll. The nursery supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery receives funding for the provision of free early education to children aged two, three and four years.

The nursery employs 20 members of staff. All have an appropriate qualification in early years care and education. The nursery receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Highly successful partnerships with parents and strong leadership and management provide an extremely secure foundation from which children can grow and develop. Excellent partnerships are established with other agencies and advisory networks, enabling the nursery to support children's individual needs and achieve high standards of care. The nursery offers an extremely well-resourced, exciting and safe environment where excellent outcomes are achieved in many areas and, overall, children make good progress in their learning and development. Robust self-evaluation and the dedication of management and staff supports the continual development of the nursery.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- match systematic observations and assessments of each child's achievements to the expectations of the early learning goals in order to track their progression in all aspects.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is safeguarded because the nursery has comprehensive procedures for ensuring children's health, safety and welfare. The nursery recognises parents' concerns and ensures they are fully aware of the thorough

arrangements for protecting children from harm. Regular training ensures staff have a secure understanding of child protection issues and that working practices are effectively designed to ensure children's safety. Rigorous recruitment and employment procedures ensure staff suitability. Comprehensive risk assessments and daily checks help staff maintain the safety and security of the premises.

Staff work extremely well together and have a thorough understanding of their roles and responsibilities ensuring the smooth operation of the nursery. The complementary skills of the management team ensure staff are successfully supported and inspires high expectations for the development of the nursery. Management is extremely proactive in working with advisory networks and responding to new initiatives in order to improve the quality of children's experiences and promote the professional development of staff. Parents, staff and management all contribute to evaluating the provision. Areas for further improvement are generally identified and good strategies implemented to address them. All recommendations raised at the last inspection have been addressed.

Superlative relationships are forged with parents and founded on excellent communication at all levels. They receive an extremely comprehensive range of information about the nursery and their child. Parents are welcomed into the family atmosphere of the nursery to discuss their child, join in activities and extend their learning. Parents express high levels of satisfaction with the nursery which has a positive impact on how confident and secure children feel and their readiness to learn. Parents comment on the excellent care their children receive, the approachability of management and staff, and the excellent support they receive as parents.

High quality and age-appropriate resources are provided in all areas creating an exciting and innovative environment conducive to learning. Effective steps are taken to promote children's learning and value their individuality. Schemes, such as 'Every Child a Talker', enable children to make significant gains in speaking and listening which has a positive impact on developing their confidence in readiness for school. Excellent partnerships are established with schools which help to encourage a smooth transition from nursery and ensure children's individual needs are met.

## **The quality and standards of the early years provision and outcomes for children**

Children are extremely happy and settled in the nursery. They demonstrate a very clear sense of belonging in the confident and secure manner in which they play and interact with staff. Babies eagerly put their arms up to be cuddled while older children are keen to show staff the picture they have drawn and the glitter they are playing with. Creativity is promoted well with all ages as children explore an extensive range of media and materials. Younger children splash about in water, examine the changing texture of gloop and begin to make connections when they press a button and a shape pops up. Older children create colourful collages, build cardboard rockets and make patterns as they role cars in paint. The innovative organisation of play areas and excellent range of resources engage children's interest and excite their curiosity. Fabrics and an upturned cot provide a den for

babies to crawl into and play peek-a-boo. A camouflage net, boards and construction equipment offer a special base for imaginative games outdoors and is significant for many children as their parents are in the army.

A strong emphasis is given to promoting children's communication and language skills and, as a result, they make significant gains in this area. Staff are fully engaged in children's play and naturally extend their communication skills as they provide them with the encouragement and vocabulary they need to express themselves. Babies attempts at speech are echoed and conversations modelled. Older children develop their listening skills when enjoying a story that is read well and quickly respond when staff put their hands up for them to listen because they need to pay attention to some instructions. Children are enthusiastic learners and make good progress in all areas of development because of the broad range of experiences they are offered and effective staff support. Simple but effective planning incorporates children's interests, as well as ensuring all areas of learning are covered and individual progression is promoted. However, children's progress is not always effectively assessed in all aspects or tracked against the expectations of the early learning goals. Staff rely on good knowledge of their key children to ensure all areas are covered.

Children benefit from parental involvement in the nursery as this helps to broaden their understanding of the world around them and value one another's experiences. Staff make good use of such opportunities to extend learning in all areas. For example, children developed their mark-making, mathematical, physical and creative skills when they had an exciting time finding out about Stonehenge. A local artist helped them to design and paint a mural for the wall outside. They drew plans on the ground, created models from dough and found out about the festivals held there. Children also find out about nature and keeping themselves safe when going for local walks and taking a bus trip to Salisbury. Through good support from staff they learn how to use tools and equipment safely and be careful of others, particularly when manoeuvring their wheeled toys speedily around outdoors.

Children become motivated and independent learners because they are given the freedom to explore, select resources and become engrossed in activities of their choosing. Routine activities are adapted to suit children's changing needs and to offer more focused attention in small groups. Excellent arrangements are in place to ensure children's good health is effectively promoted. They are offered a wide range of nutritious and freshly cooked meals and healthy snacks which comply with their individual requirements. They enjoy daily fresh air and exercise and are encouraged to develop good hygiene routines. Clear and consistent boundaries, as well as frequent praise and encouragement, help children to understand what is expected and, consequently, they behave well. Children benefit from the sociable, happy and friendly atmosphere of the nursery. They flourish in the inspiring and supportive environment offered.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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