

<b>Inspection date</b>	28 April 2016
Previous inspection date	25 June 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children have a good range of ways to develop their skills. For example, the well-organised outdoor environment covers all areas of learning, such as the climbing equipment to challenge children's physical development
- The manager motivates staff to keep up to date with new ideas. Staff attend training to extend the quality of their teaching. For example, they attended workshops about outdoor play to support those children who prefer to learn outside.
- Children have a positive sense of belonging and high levels of emotional well-being and self-esteem. Staff support these aspects well through the effective key-person system, particularly for the younger children.
- There is a good range of learning opportunities and experiences to help motivate children to have an interest in learning.
- Positive partnerships with parents support children to make good progress through consistency of care and learning.
- Children develop good early reading and writing skills. For example, they willingly participate in letter and sound activities. This helps to prepare them well for school.

### It is not yet outstanding because:

- Staff do not always communicate effectively with other settings that children attend to develop the consistency of care and learning further.
- Staff are not always proactive in providing support to other staff during large group activities, to ensure all children remain fully engaged.

## What the setting needs to do to improve further

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

- develop communication and links with other settings that children attend
- improve the support that staff give to others during some group activities, to ensure all children are fully engaged.

### Inspection activities

- The inspector observed children playing in the indoor and outdoor environments, and noted staff interactions.
- The inspector carried out a joint observation with the manager.
- The inspector sampled a range of documentation, including policies and procedures, staff suitability records and children's records.
- The inspector spoke to children, parents and staff, and took their views into consideration.

### Inspector

Kelly Hawkins

## Inspection findings

### Effectiveness of the leadership and management is good

The manager is determined to continue to make positive changes. She regularly reviews and evaluates practice and includes staff, parents and children in the process. For example, staff use and carefully record children's thoughts in the planning and learning records. Staff make good use of additional funds to meet the individual needs of children and ensure that they all make good progress. The manager closely monitors the consistency of the good quality teaching practices. For example, she carries out regular observations and holds individual performance meetings with staff. Safeguarding is effective. The manager and staff have a good knowledge of the procedures to follow if they have any concerns about children's welfare. For example, at monthly meetings, staff complete quizzes and discuss different safeguarding scenarios.

### Quality of teaching, learning and assessment is good

Staff know the children well and plan to meet their individual needs. The manager and staff track children's individual and group progress well. Any gaps in development are promptly highlighted and closed quickly with positive support. Staff build upon children's play well. For example, children dressed as builders and mixed sand and water to create 'cement' for a train track, when they showed an interest in trains. Staff work together with teachers from children's future schools to prepare them well for the move. For example, they share activity ideas and details about children's progress. Children develop good communication and speaking skills. For example, they take the nursery bear home and talk confidently to their friends about how he spent his time with them.

### Personal development, behaviour and welfare are good

Children develop a good understanding of their physical well-being and learn how to meet their own care needs. For example, they access cosy quiet areas if they feel tired or want to participate in quieter activities. Children know how to appreciate and care for living things. For example, they fondly talk about Lenny and Lolly the lobsters, and bath Dave the tortoise. Children develop a good knowledge of the local community and the world around them. For example, they celebrate a range of events and festivals to learn about people's differences. Staff are positive role models and this helps children know what is expected of them. Children behave well and are polite.

### Outcomes for children are good

All children make good progress in their learning and development, including those who speak English as an additional language. Children gain skills that support their future learning. For example, they develop a good understanding of mathematics when they discuss shapes and numbers. Older children have good social skills, for instance, they learn to compromise and solve minor conflicts independently and maturely.

## Setting details

<b>Unique reference number</b>	156085
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	1028520
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	71
<b>Number of children on roll</b>	133
<b>Name of provider</b>	Smilers Limited
<b>Date of previous inspection</b>	25 June 2013
<b>Telephone number</b>	01634 297658

Smilers Ltd nursery is one of two privately owned nurseries and registered in 2001. It operates from a school site in Wainscott, Kent. The nursery operates each weekday, from 8am to 5.30pm, for 48 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years. There are 14 staff, nine of whom hold relevant early years qualifications at level 2 and above. This includes three staff who hold a level 3 qualification and one staff member who has an early years degree.

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