

Smiley Face Nursery

Kitchener Road, Amesbury, Wiltshire, SP4 7AX



Inspection date

10 July 2017

Previous inspection date

27 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The nursery provides parents with a good range of information to involve them in their child's learning. Regular summaries of children's progress are sent home to keep parents up to date about their child's achievements.
- Children are happy in the child-centred environment. Children's self-help skills are promoted well through the daily activities and routines. Children are valued and learn to value others.
- The well-qualified and experienced team provides a very nurturing and welcoming nursery where children have positive learning experiences. The proactive and enthusiastic manager seeks and acts on the views of staff, parents and children.
- The environment, indoors and outdoors, is well organised and stimulating. There is a wide range of interesting toys and resources that children access independently. Children are well motivated, eager to explore and have established good friendships.
- Staff are warm, kind and welcoming. They are polite to each other and are very good role models for the children.

It is not yet outstanding because:

- The monitoring of staff's practice is not fully established to ensure the quality of teaching is delivered to the highest possible level.
- Children's opportunities to enhance their critical-thinking skills are not always maximised.

What the setting needs to do to improve further

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

- develop further the monitoring of staff's practice to raise the quality of teaching to outstanding levels
- allow children time to think and consider their thoughts while engaging in play.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector
Clare Leake

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders and staff are confident in their safeguarding roles. They know how to make a referral and to whom to report their concerns. The leaders and manager work closely with other professionals and all staff to ensure that children who may require extra support receive the help they need to reach the typical stage of development expected for their age. Robust recruitment procedures are in place to ensure the ongoing suitability of staff. Staff use various strategies, such as sign language, to communicate effectively with children. Records, policies and procedures required for safe and efficient management of the provision and to ensure children's needs are met, are well maintained and implemented.

Quality of teaching, learning and assessment is good

Staff's observations and tracking of children's learning and development and progress is detailed and accurate. Staff encourage children to look at objects in the world around them and encourage them to talk about what they can see. However, some staff do not always give children enough time to consider their answer. Staff competently promote the language skills of babies. They encourage them to join in with singing and share favourite stories with them. Staff have a good understanding of how children learn in different ways. Children are excited as they play cooperatively in the role-play area, which represents 'big school'. They dress up in school uniforms, complete registers and lead teaching sessions with friends.

Personal development, behaviour and welfare are good

Children demonstrate that they feel safe and happy in the warm environment created by staff. They arrive with enthusiasm and display affection and respect for the people who care for them. Staff encourage children to become independent and take responsibility for themselves, such as when preparing to go outdoors. Parents speak highly about the personalised care and support that children receive. Children enjoy physical play indoors and outdoors, for instance, as they climb confidently along balancing beams and chase their friends around the playground. Staff identify children's emotional needs well. Staff respond to their needs sensitively and effectively to help children develop a strong sense of well-being.

Outcomes for children are good

All groups of children, including those in receipt of additional funding, make good progress in their development. Older children follow similar routines to those used at school, and develop good independence skills. Children are well prepared for the next stage in their learning.

Setting details

Unique reference number	145991
Local authority	Wiltshire
Inspection number	1089726
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	49
Number of children on roll	93
Name of registered person	Smiley Face Nursery Committee
Registered person unique reference number	RP909887
Date of previous inspection	27 April 2015
Telephone number	01980 677025

Smiley Face Nursery registered in 1985. The nursery employs 27 members of staff. Of these, one holds an appropriate early years qualification at level 5, 16 at level 3 and two at level 2. The nursery opens on Monday to Friday from 8am to 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

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