

Southwell Smiley Faces

Longstone Close, Portland, Dorset, DT5 2EU



Inspection date

18 April 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 management team supports staff well to make positive improvements. For example, they have evaluated the layout of the indoor play areas and reorganised these to support children's learning more effectively and enable better supervision.
- Staff are friendly and reassuring, and children form trusting relationships with them. Children develop good emotional well-being and settle happily to play.
- Staff make good use of funding to encourage children's progress. For instance, they have bought a range of puppets to motivate children's confidence and language skills.
- The management team and staff continually review how planned activities support children's learning. For example, staff have recently implemented new systems to help staff support children's immediate interests in play more effectively. Children become absorbed in their play and staff support them well to make good progress.
- Staff supervise children well and support them to learn how to manage their emotions well. For example, they talk about children's feelings and when they are happy or sad.

It is not yet outstanding because:

- The management team does not monitor the progress of different groups of children as well as possible, to identify any emerging gaps in their development more effectively.
- Staff miss opportunities to support fully children who learn best outdoors, to consistently extend and challenge their learning in all areas, such as to promote their awareness of print further.

What the setting needs to do to improve further

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

- strengthen the assessment systems for monitoring children's achievements to identify how different groups of children learn and make progress best, to help close gaps in their learning more effectively
- make better use of the outdoor play areas to extend and challenge children's development further and help them become more familiar with how print has meaning, particularly for those children who prefer to learn outdoors.

Inspection activities

- The inspector observed children's interactions in play indoors and outdoors.
- The inspector viewed documentation, such as operational policies, procedures and required records, including qualification and first-aid certificates.
- The inspector took into account the spoken views of parents.
- The inspector undertook a joint observation of an activity with the manager.
- The inspector met with the manager and discussed self-evaluation and how they identify areas to develop and make ongoing improvements.

Inspector

Mary Daniel

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management team supports staff's awareness of their roles and responsibilities well, and staff understand procedures to follow to protect children's welfare. Clear systems are in place to assess staff's continuing suitability and their professional knowledge. For example, staff have completed training that has helped them understand more about children's behaviour and how to support them to manage their emotions more effectively. Parents speak positively about staff and feel they are encouraged to be actively involved with their children's learning. Staff regularly monitor children's individual achievements in liaison with parents and other professionals involved, to help support children's specific care and learning needs.

Quality of teaching, learning and assessment is good

Children enjoy their play. Staff promote children's understanding of the natural world well. For example, children talk about the birds they saw making a nest and tell staff there was also a 'blue, black and white bird' outdoors. They become engrossed digging in the garden and excitedly show staff the worms they find in the earth. Children see the colourful reflection of the sun on the floor and say it makes a rainbow. Staff encourage children's imaginations and exploration of colour and texture effectively. For instance, children mix leaves, grass, mud and water and tell staff they have made a 'chocolate milk' drink. Children like to bathe their 'baby dolls' and work together well to plan a pretend birthday party, telling staff they will have 'jelly and ice cream' to eat.

Personal development, behaviour and welfare are good

Staff actively help children to feel valued and welcome. For example, staff praise children often for helping and sharing toys well. They listen to children's ideas and give them time to respond to their questions. Staff encourage children to develop positive attitudes to keeping fit and healthy. For instance, children have great fun playing in the snow. They work well with their friends and use up energy lifting and patting the snow to build a 'smiley snowman'. Staff actively promote children's awareness of keeping themselves and others safe and well. For example, children met the visiting paramedics who showed them how they take a patient's blood pressure. Children visited a local fire station with staff and learned how the firefighters' uniforms and helmets help keep them safe in a fire.

Outcomes for children are good

Children gain confidence and independence to help them with their future learning at school. For example, older children eagerly talk within a group and recall events, such as visits to the beach. Younger children become independent, opening their lunchboxes and helping to prepare fruit for snack time. Children develop their understanding of shape, size and measurement well. For instance, they compare the sizes of the worms they find in the garden and know which is the biggest or smallest.

Setting details

Unique reference number	EY498786
Local authority	Dorset
Inspection number	1047890
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 7
Total number of places	26
Number of children on roll	36
Name of registered person	Southwell Smiley Faces
Registered person unique reference number	RP901123
Date of previous inspection	Not applicable
Telephone number	01305823953

Southwell Smiley Faces re-registered in 2016, and originally registered in 1980. The nursery is run by a parent committee and is situated in the Southwell area of Portland, Dorset. It is open Monday to Friday, from 7.30am until 6pm for 50 weeks of the year. The nursery receives funding to provide free early years education for children aged three and four years. There are eight members of staff working with the children. The manager has early years professional status and all other staff are qualified to level 3 or 4 in childcare.

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