

Inspection date	22 February 2019
Previous inspection date	28 April 2016

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

- Staff establish secure and trusting relationships with children. This helps them settle quickly, happily and confidently into their play. Children have a good sense of belonging.
- Staff build and maintain good relationships with parents and keep them informed about their children well. For example, they regularly share helpful advice, such as healthy recipe ideas.
- The manager and staff establish positive partnerships with other early years professionals. For instance, they share children's achievements with staff at other settings that the children also attend. This helps provide children with a good consistent approach to their shared care and learning and helps them to continue to make good progress.
- Children have good opportunities to develop their creative skills. They explore paint in interesting ways, including making patterns with marbles and conkers.
- Children gain a good understanding of the importance of healthy lifestyles. For example, they independently choose if they wish to exercise or engage in quieter activities.
- There are good opportunities for children to develop their writing skills. Younger children make marks as they draw and older children write their name with confidence.
- Occasionally, staff do not give children time to think through their ideas and respond. For example, staff provide the answers to questions too quickly.
- The manager and staff miss opportunities to develop the monitoring systems to track the progress of different groups of children more effectively.

What the setting needs to do to improve further

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

- create more opportunities to challenge children's thinking and encourage them to come up with their own ideas
- review and improve the ways that the manager and staff monitor and track differing groups of children to support their planning even more effectively.

Inspection activities

- The inspector observed the staff interacting with children and assessed the impact this has on children's learning.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including evidence of the suitability of all those working at the nursery.
- The inspector spoke to the manager, children, parents and staff, and considered their views.
- The inspector carried out a joint observation with the manager.

Inspector
Kelly Hawkins

Inspection findings

Effectiveness of leadership and management is good

The manager and staff evaluate their practice together effectively. They hold daily discussions to reflect on how well the day's events motivated children to learn. Staff use their findings to support their future activity plans to help keep children interested in their learning experiences. The manager closely monitors the good consistency of care and teaching experiences that staff provide for children. For instance, she regularly observes staff interact with children and provides them with helpful advice to support their future performance. The manager and staff are keen to build on their knowledge and skills even further. They attend a good range of beneficial training. For example, they have learned about the importance of healthy eating and have shared their learning with parents. Staff use additional funding effectively to support the individual learning needs of children. For example, they have purchased more resources to engage children in imaginative play. Safeguarding is effective. The manager and staff have a good knowledge of the safeguarding procedures to follow to help protect children's safety and welfare. This includes knowing who to contact to seek advice and follow up any potential concerns.

Quality of teaching, learning and assessment is good

The manager and staff closely monitor and track children's individual learning. This helps them to quickly highlight any gaps in their development and provide effective support to help children make good individual progress. Staff support children to prepare for their eventual move to school well. For example, younger children enjoy singing number songs and older children confidently count as they play. Staff extend children's interests well. For instance, when children enjoy exploring autumn, they go on to make clay hedgehogs and carry out nature hunts to collect autumnal items.

Personal development, behaviour and welfare are good

All children are polite and behave well. They develop good social skills. For example, they play happily together in team games. Children develop a good understanding of other people's similarities and differences. For instance, they say 'hello' in a range of languages including German and Japanese. There are good opportunities for children to challenge their physical skills. For example, they negotiate obstacles, such as manoeuvring bicycles around cones with confidence.

Outcomes for children are good

All children, including those with special educational needs and/or disabilities, make good progress. Children gain good skills to support their future learning. For example, children are independent and confidently choose their own play. Children are empathetic, caring and kind. They regularly visit older people and share activities and stories with them. Children are excited to help bath and feed 'Dave' the pet tortoise.

Setting details

Unique reference number	156085
Local authority	Medway
Inspection number	10072457
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	1 - 10
Total number of places	70
Number of children on roll	123
Name of registered person	Smilers Limited
Registered person unique reference number	RP527351
Date of previous inspection	28 April 2016
Telephone number	01634 297658

Smilers Ltd registered in 2001. It is located in Wainscott, Rochester, Kent. The setting is open Monday to Friday from 8am to 5.25pm, all year round. It receives funding to provide free early education for children aged two, three and four years. The setting employs 13 members of staff, of whom 10 hold a relevant early years qualification at level 2 and above. This includes two members of staff who have an early years degree at level 6.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

