

<b>Inspection date</b>	30 May 2019
Previous inspection date	16 April 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 positive relationships with children and get to know their individual personalities well. Children have a good sense of belonging and positive well-being.
- Staff support all children to make good progress, including those with special educational needs and/or disabilities. For example, they regularly share effective strategies and ideas with outside agencies and specialists.
- Children gain good skills to support their future learning. For example, they are independent in their own play and find their own belongings with confidence.
- Children of all ages have good opportunities to develop their physical skills. For instance, they explore different ways that they can move their bodies in regular yoga and football sessions.
- The manager and staff review their practice together effectively. They regularly observe each other, interact with children and provide helpful feedback. Staff use their findings to support their future performance in order to help keep children motivated to learn.
- Staff establish positive relationships with parents and keep them fully involved in their children's learning. For example, staff encourage them to regularly share their children's achievements from home and add to their assessments.
- Staff do not consistently support children to develop their skills and interest in early writing, to help prepare them for their eventual move to school even further.
- Staff do not build on ways to support children of all ages to develop their communication and language skills more consistently.

## What the setting needs to do to improve further

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

- extend children's opportunities to develop their early writing skills, to help prepare them for their eventual move to school further
- build on ways to support children of all ages to gain more communication skills consistently, including babies.

### 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 closely monitors the consistency of the quality of care and teaching experiences that staff provide for children. For example, she holds regular individual meetings with staff to discuss their performance and set challenging targets for them to meet. This helps them to develop their practice and provide children with positive learning outcomes. The manager and staff are keen to build on their knowledge and skills even further. They attend a good range of beneficial training. For instance, they have learned about how to plan challenging learning experiences. This has helped staff keep all children, including the youngest, interested in learning. Staff use additional funding effectively to support the individual learning needs of children. For example, they have provided children with additional sessions. 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. Staff teach children how to be safe, for example they practise regular evacuation drills. Children learn how to leave the building quickly and calmly in the event of a fire.

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

The manager and staff closely monitor and track children's individual and specific group progress. This enables staff to promptly highlight any gaps in their development and provide good support to help close these quickly. Staff skilfully help children gain good skills to support their future learning. Younger children enjoy a wide range of books and older children recognise simple words with confidence. Staff extend children's interests well. For example, when they enjoy a story about a caterpillar, and go on to learn about how a caterpillar grows into a butterfly.

### Personal development, behaviour and welfare are good

Children are polite and behave well. They develop good social skills and build meaningful friendships. For instance, they play happily, take turns and share resources. Children are caring and kind. They are excited to look after the setting pets, including 'Rufus' the rabbit. Children have good opportunities to gain an understanding of other people's similarities and differences. For example, they dress up in traditional costumes from around the world, such as Indian saris. Children develop a good understanding of the importance of healthy eating. They are keen to help make healthy items for snack, such as fruit kebabs.

### Outcomes for children are good

Children of all ages make good progress. They gain good mathematical skills. For instance, younger children enjoy shape stacker activities and older children complete simple sums with confidence. Children have good opportunities to be creative. For example, they explore paint in interesting ways, such as using their feet. Children enjoy dressing up as their favourite story characters to bring their imaginations alive.

## Setting details

<b>Unique reference number</b>	EY266973
<b>Local authority</b>	Medway
<b>Inspection number</b>	10106032
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 11
<b>Total number of places</b>	57
<b>Number of children on roll</b>	91
<b>Name of registered person</b>	Smilers Limited
<b>Registered person unique reference number</b>	RP527351
<b>Date of previous inspection</b>	16 April 2014
<b>Telephone number</b>	07817398519

Smilers registered in 2003. It is located in the grounds of Chattenden School in Rochester, Kent. The setting is open Monday to Friday from 7.45am to 6pm, all year round. It receives funding to provide free early education for children aged two, three and four years. The setting employs 12 members of staff, nine of whom hold relevant early years qualifications at level 2 and above. One member of staff holds early years professional status.

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