

Inspection of Smiles Pre-School

Norman Rodaway Pavilion, Heath House Lane, SOUTHAMPTON SO30 0LE

Inspection date: 18 January 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children develop warm, trusting and respectful relationships with staff and their friends at the pre-school. Staff create a happy and safe environment for children. They take the time to get to know children, and cater for their individual interests and care needs well. This helps to support all children, including the youngest, to settle happily. As result of the COVID-19 pandemic, parents cannot always come into the pre-school. Staff have changed how they share information with parents, to continue to inform and involve parents in supporting children's learning at home.

Children behave well and are polite and courteous when talking to staff and their peers. Children play cooperatively and take turns with toys and resources. They share ideas, taking account of the differing views of their friends. For instance, as they play football, they talk about the best way to kick the ball to score a goal. The manager and her staff create an interesting and varied curriculum for children. Children are keen to learn. When new activities present them with challenge, staff help them to keep on trying to successfully master new skills. For instance, children practise using different types of scissors as they confidently learn to cut tape. Staff use additional funding well to address any gaps in children's learning. This has helped children to catch up in their learning and contributes to the good progress they make.

What does the early years setting do well and what does it need to do better?

- The manager and her staff have worked hard to address the weakness identified at the previous inspection. The manager has reviewed and implemented effective training, supervision and coaching for her staff to successfully address the quality of teaching. Staff comment on the positive impact of the manager's precise feedback about their practice, to help make improvements in their teaching and interactions with children. Staff teaching is good.
- Partnerships with parents are good. Staff work closely with parents and carers to share a range of information about children's care and progress. Parents say that staff share children's achievements and suggest ideas of how they can continue to support children's learning at home. For instance, staff offer suggestions and resources to help parents with potty-training their children.
- Staff place a strong focus on supporting children's communication and language skills. They identify and put in place support for younger children, who need additional help to catch up with their speaking and attention skills. Children enjoy activities as they practise sounding out words and develop good levels of concentration, in age-appropriate ways. This supports the good progress that children make in being confident in their conversations with staff and each other.
- Staff create an exciting variety of learning experiences, which inspire children's

creative play. For instance, older children use junk modelling boxes, scissors, glue and pens to create their own 'unicorns'. Staff use this opportunity for them to strengthen their hands and fingers in readiness for writing. Staff teach most-able children to hold pens correctly as they write their names on labels to identify their individual creations. These skills help to prepare children well for their next stage in learning, including starting school.

- Children benefit from a variety of opportunities to learn about the benefits of healthy lifestyles. Staff have worked successfully with families to support children's healthy lunch choices. Children enjoy active play. They relish opportunities to learn how to hula hoop and play football with their friends.
- The manager regularly evaluates the pre-school to identify changes that can be made to benefit the children that attend. Recent changes to the way that staff observe and assess children's progress are not yet fully embedded. The manager recognises the need to extend staff's plans for children's next steps in learning, to focus more precisely on what they want children to achieve next.
- The curriculum for mathematics is woven throughout all areas of learning. However, staff miss opportunities to extend the knowledge that older and most-able children have, to help develop a greater understanding of shape, measure and space when opportunities arise in their play.
- Children behave well. Staff are good role models and treat children with kindness and respect. Children listen to staff and follow the instructions they give well. For instance, as children navigate ride-in cars outside, staff help them take turns in going in different directions. Children learn to wait and take turns with their friends respectfully.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their roles and responsibilities to keep children safe. They know how to identify and report concerns that children may be at risk of harm, including from extreme views or behaviours. They are confident in taking action should they be concerned about a colleague's behaviour towards children. The provider follows thorough recruitment procedures that help ensure the suitability of those she employs to work with children, including on an ongoing basis. Staff supervise children closely and ensure the premises are safe and secure.

What does the setting need to do to improve?

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

- focus more precisely on the skills and knowledge children need to learn next to consistently help maximise their learning
- enhance the curriculum for mathematics and give older and most-able children consistent opportunities to explore numbers and mathematical concepts.

Setting details

Unique reference number	110034
Local authority	Hampshire
Inspection number	10143779
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 at time of inspection	2 to 4
Total number of places	46
Number of children on roll	46
Name of registered person	Mason, Carol
Registered person unique reference number	RP511886
Telephone number	07866130828
Date of previous inspection	8 January 2020

Information about this early years setting

Smiles Pre-School registered in 1992 and is situated in Hedge End, Southampton. The pre-school is open Monday to Thursday from 9am to 3pm, and from 9am to 12pm on Fridays, during term time only. There are eight members of staff, all of whom hold appropriate early years qualifications at level 3, one member of staff holds a level 4 qualification. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the pre-school with the inspector.

We carried out this inspection 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.

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