

Inspection of Smiley Face Nursery

Kitchener Road, Amesbury, Wiltshire SP4 7AX

Inspection date: 21 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are confident and settled from the moment they arrive. Babies are highly engaged, carefully using tools to fill up cups with sand as they practise their hand-to-eye coordination. Toddlers join in and become absorbed in the activities that staff make available to them. Older children love imaginary play with baby dolls. They play with real items and learn to use these to care for dolls by dressing them with nappies, bathing them in the bath, feeding them and cuddling them with blankets. Children learn empathy and care as they talk to staff about their younger baby siblings. All children enjoy stories read to them by staff. Staff hold their interest as they enthusiastically tell stories, highlighting interesting details that enrich the plot.

Children feel safe and happy. Staff are friendly and welcoming. Young children settle quickly and engage warmly with staff and behave well. Children work well with one another, learning to play games together. Staff support bilingual children to use their home language, introducing key vocabulary while they play. Children enjoy wholesome, home-cooked meals prepared in the nursery kitchen. Staff support children in using cutlery and initiate conversations while they eat.

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

- Leaders have a clear vision for children's learning. They prepare children for the next stages of their development. Leaders have a particular focus on developing children's language, physical and social development for younger children. They introduce specific learning to support older children to be ready for school. The environment is well resourced in all areas with activities that engage children. Children enjoy a balance of play that they independently choose and activities that staff provide, that help enhance their development.
- Managers and room leaders accurately evaluate what works well and areas that can be further improved. They support staff with regular training opportunities. The manager monitors the quality of teaching and learning and provides coaching to staff to improve their practice. However, for some staff, this is only occasionally. The manager has plans to increase monitoring and has started providing specific training for room leaders.
- Staff are knowledgeable about the next learning stages that benefit children. They modify their interactions during activities that help individual children make progress and prepare them for future learning. For example, staff support younger babies to use tools with increasing control while providing older babies with specific vocabulary that they need. Staff use sensory resources for older children and encourage them to describe the sights and smells of flower petals and herbs while they are making their own play dough creations. However, not all staff consistently model new vocabulary to children.

- Children are confident and willing to 'have a go'. Staff have developed good relationships with children, who are self-assured to ask for what they need or would like. Staff are enthusiastic about children's achievements and they routinely celebrate children's efforts. Children keep going and sustain their concentration during their activities.
- Staff encourage children to be independent. Young children learn to collect tissues, blow their noses, and throw tissues in the bin. Staff support children in using the toilet, and work with parents to coordinate toilet training. Children regularly wash their hands after activities and preparing for snack time.
- Children behave well. Staff teach children how to take turns, wait for their go and understand game rules. Toddlers play mini croquet, using a mallet to put the ball through the animal hoops that they have constructed. When children are reluctant to share, staff are calm, reinforce the game's rules and use strategies to ensure that children make successful choices.
- The setting has developed successful partnerships with parents. Staff regularly talk with parents about their child's development, sharing their successes and any potential concerns. Staff inform parents about their child's day. For babies, staff provide daily records, letting parents know key information about their sleep, eating and nappy changes.

Safeguarding

The arrangements for safeguarding are effective.

All staff are alert to the signs that a child may be at risk of harm and know who to report concerns to. They receive training and are well informed about the 'Prevent' duty and other risks to children, such as female genital mutilation. Leaders have established a culture among staff that gives them the confidence to discuss professional concerns appropriately. Staff help children keep safe by following the setting's procedures. They support children, including babies, to manage risks in their play when they learn to balance and climb. The setting routinely cleans toys to reduce the risk of spreading infection.

What does the setting need to do to improve?

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

- continue to build capacity in the leadership team to improve teaching and children's learning even further
- support staff to consistently extend children's vocabulary so that they learn even more words.

Setting details

Unique reference number	145991
Local authority	Wiltshire
Inspection number	10276268
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	1 to 4
Total number of places	72
Number of children on roll	80
Name of registered person	Smiley Face Nursery Committee
Registered person unique reference number	RP909887
Telephone number	01980 677025
Date of previous inspection	10 July 2017

Information about this early years setting

Smiley Face Nursery registered in 1985. The nursery employs 20 members of staff. Of these, one holds an appropriate early years qualification at level 5, 11 at level 3 and one at level 2. Other staff are working towards relevant qualifications. The nursery opens on Monday to Friday, from 8am to 6pm, for 50 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jonathan Payne

Inspection activities

- This is 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.
- Children told the inspector about their friends and what they like to do when they are at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The manager and staff provided the inspector with a sample of key documentation on request.

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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