

Inspection of Smiley Face Nursery

Kitchener Road, Amesbury, Wiltshire SP4 7AX

Inspection date: 28 February 2024

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

What is it like to attend this early years setting?

The provision is inadequate

The leaders do not provide those with a lead responsibility for safeguarding with the support and input they need to enable them to protect children. As a result, they do not follow local safeguarding procedures effectively, to ensure that when there are concerns raised about children, they are acted on. Also, they do not follow the correct procedures when there are allegations made against staff.

Leaders do not ensure that there is a named deputy manager, as required. Therefore, there is no one to provide staff with the support and guidance they need when the manager is not working.

Staff create and implement a broad curriculum, which they tailor to the needs of the children. Staff use their knowledge of the children to create exciting and meaningful learning opportunities for them. Staff support babies to develop their physical skills, ready for walking, and to climb and explore the soft-play equipment. Staff encourage older children to thread wooden beads onto laces and use jugs to tip and pour sand in the sandpit, to develop the strength and coordination in their hands in preparation for early writing.

Children behave well and create meaningful relationships with others. Staff speak to children with respect and use positive language to reinforce good behaviour.

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

- The leaders do not monitor the effectiveness of those with a lead responsibility for safeguarding to ensure that they fulfil their safeguarding responsibilities. They do not ensure that those with lead safeguarding responsibilities have access to vital information about children, or make them aware of children who are at risk of harm.
- Those responsible for safeguarding do not act on concerns they have about children and their families to ensure that children are safe. In addition, they do not refer safeguarding allegations made about staff to the local authority designated officer because they do not understand the need to do so.
- The committee has not ensured that there is a named deputy to take charge when the manager, who only works part time, is not working. Some staff do not know who to go to when the manager is not present to share concerns or any issues.
- Staff have a strong focus on helping children to develop their confidence and independence in preparation for their next stage of learning. Staff support babies to use their fingers to feed themselves at snack time and drink from lidded cups independently. Staff engage older children in activities about feelings. They encourage children to share how they feel and explore why they

may feel this way. Staff teach children empathy when they ask them how they can help their friends when they feel sad or angry.

- Staff support children with special educational needs and/or disabilities effectively. Staff know them well and understand how best to support their needs. They liaise with parents and outside agencies to help ensure that they provide children with positive experiences while at the nursery. As a result, children make good progress.
- There are good partnerships with parents. Parents speak highly of the staff and the nurturing environment they provide for their children. Parents of children who have recently started say that their children have settled very well and built relationships with staff from the start. Staff provide extensive information at the end of sessions, so that parents know what their children have been learning. Parents say that their children have made good progress since they have been at the nursery and their children very much enjoy attending.
- Staff are good role models for children. Children play well together. They learn respect for others and their environment from a young age. Staff support babies to take turns during a messy play activity. Staff engage alongside babies and model how to roll the dough and use the resources appropriately. Older children work together to dress the dolls and change the doll's nappy. They share resources and cooperatively take turns. Children beam with happiness when staff praise their harmonious interactions.
- Staff use every opportunity to promote children's communication and language. During care-giving routines, staff sing to babies and talk to them about their day ahead. Older children excitedly engage with story time. Staff are highly animated when they read, which holds the children's attention. Staff invite children to recall what they already know about the story and get them to think about what happens next. Children are keen and confident to share their knowledge.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that those with a lead responsibility for safeguarding understand their roles and responsibilities	01/03/2024

ensure that safeguarding concerns about children are referred to the appropriate external agencies promptly, when needed	01/03/2024
ensure that when allegations are made against staff, the correct procedures are followed and all allegations are reported to the appropriate agencies, as required.	01/03/2024
ensure that there is a named deputy to take charge of the setting in the manager's absence.	22/03/2024

Setting details

Unique reference number	145991
Local authority	Wiltshire
Inspection number	10332836
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	75
Name of registered person	Smiley Face Nursery Committee
Registered person unique reference number	RP909887
Telephone number	01980 677025
Date of previous inspection	21 February 2023

Information about this early years setting

Smiley Face Nursery registered in 1985 and is located in Amesbury, Wiltshire. The nursery employs 16 members of staff who work directly with the children. Of these, 10 hold an appropriate early years qualification at level 3, two at level 2, and two are unqualified. Two staff are working towards relevant qualifications at level 3. The nursery opens 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

Sarah-Louise Clements

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The baby room leader and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out a joint observation of group activity with the baby room leader.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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