

Inspection of Smiley Face Nursery

Kitchener Road, Amesbury, Wiltshire SP4 7AX

Inspection date: 16 July 2024

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Nurturing and welcoming staff greet children and parents happily as they arrive. Children confidently separate from parents, eager to start their day. Staff provide children with favoured activities for them to engage with to help ensure they feel safe, secure and happy. Parents leave knowing their children are well supported.

Leaders and staff construct and implement a curriculum that meets the needs of each child. They focus the curriculum on preparing children for their next stage of learning. Staff support babies' communication skills when they read them stories and comment on their play. Older children develop their independence and self-help skills when they wash their own hands for mealtimes. They confidently communicate their choices for play. For example, children ask staff if they can play with the dinosaurs. Staff support children to find the box of dinosaurs, and they sit with children and join their game. Staff skilfully extend learning by asking children if they can find the biggest dinosaur. Children are keen to cooperate and work together to answer the request.

Children behave well and respect others and the world around them. Babies happily push toy cars around with each other in the garden. Older children work together to find bugs, and they beam with happiness when they find a woodlouse. They show care and respect for the creature as they place it carefully in their hand and eagerly show their friends.

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

- The newly appointed leadership team has worked hard with staff, the committee and external agencies to upskill the whole staff team to understand their roles to safeguard children. Leaders and staff are aware of how to identify and report concerns about children and staff to external agencies when required. Those with lead responsibilities for safeguarding have processes in place to ensure they are aware of any children that may be at risk and any action that has been taken. This helps to ensure that children are safe.
- Staff report that the new leadership team is very supportive. Staff receive regular supervision meetings where they have the opportunity to discuss their key children and their own well-being. There are staff meetings where staff all get together and discuss curriculum delivery and the needs of the children. Both staff and children are happy and well supported.
- All children are very well supported. Leaders and key persons liaise with parents and external agencies to ensure that children with special educational needs and/or disabilities get the help they need. Leaders ensure that any information is shared with schools children move on to and any other childcare providers children attend. This helps to ensure that children receive a consistent approach

in their care across all provisions and children have a positive start to their school life.

- Staff create exciting activities for children in the indoor space. Babies develop their physical skills when they build a tower of bricks with staff, and they giggle when the tower falls down. Older children develop their listening and attention skills when they engage in a group music activity, and children take turns with friends and follow staff requests to play their instrument quietly and loudly. However, in the outdoor environment, staff do not always provide all children with a range of purposeful learning experiences. Some children repetitively throw a ball in the air, and others wander, unsure of what to do. Staff do not consistently support children to engage and develop their learning in the outdoor space.
- There are good partnerships with parents. Parents report their children are well supported and love to attend. They speak of the 'excellent' care from staff and how they are friendly and approachable. Children make good progress and are ready for their move to school.
- Children have a lot of opportunities to be physically active and develop their physical strength. Babies climb on small play equipment, and older children pedal trikes. However, staff do not always help children to learn about their bodies and the importance of healthy lifestyles. At mealtimes, staff sit with children, but they do not use this opportunity to talk to children about foods they eat and the impact these have on their bodies. For example, when children talk about their muscles, staff do not link this to the food they eat and help children learn about their bodies.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- focus the curriculum for outdoors more sharply, to provide all children with a range of purposeful learning opportunities
- support staff to help children learn about the benefits of healthy lifestyles, and help children to understand the impact of food and physical exercise on their bodies.

Setting details

Unique reference number	145991
Local authority	Wiltshire
Inspection number	10339770
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	70
Name of registered person	Smiley Face Nursery Committee
Registered person unique reference number	RP909887
Telephone number	01980 677025
Date of previous inspection	28 February 2024

Information about this early years setting

Smiley Face Nursery registered in 1985 and is located in Amesbury, Wiltshire. The nursery employs 15 members of staff that work directly with the children. Of these, nine hold an appropriate early years qualification at level 3, two at level 2, two are working towards a level 3 qualification and two are unqualified. 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 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- 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 a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager 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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