

Smarty Pants Nursery

Inspection report for early years provision

Unique Reference Number	132379
Inspection date	01 November 2007
Inspector	Anahita Aderianwalla
Setting Address	1 Plashet Road, Plaistow, London, E13 0PZ
Telephone number	020 8471 2620
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Registered person	Ms Jennifer Lewis & Ms Sylvia Lewis
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Smarty Pants Nursery opened in 1995. The nursery is situated in a converted premises in a busy semi residential street close to local primary schools and amenities. Areas used are the large play hall, toddler room, baby room, kitchen, children's bathroom/toilets and office. All children share access to a small secure and enclosed outdoor play area.

The nursery operates between the hours of 08:00 and 18:00 Monday to Friday, all year round.

There are currently 35 children aged from birth to under five years on roll. Of these, 11 receive funding for early education. The nursery mainly provides for children in the local area. The nursery currently supports children with learning difficulties and also children who speak English as an additional language.

The nursery employs 11 members of staff. All hold appropriate early years qualifications and two members of staff are working towards additional qualifications. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP)

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn good health and hygiene routines in the setting. Staff implement effective policies to prevent the risk of cross-infection and to promote children's health. The nursery also promotes effective hygiene practices during the day; for example, children are encouraged to regularly wash their hands and staff follow safe nappy changing routines. The good health of the children is also promoted by the nursery as it has obtained parental permission to obtain emergency medical treatment or advice, should it be required. Accident and medication details are accurately maintained and some staff have current first aid certificates.

Children benefit from physical play and exercise, indoors and outside. The children are given a range of purposeful activities that are designed to enhance their physical development. The nursery provides for activities outdoors that develop children's large and fine motor skills. For example, waving coloured streamers, crawling through a caterpillar tunnel, drawing with chalks, and different sized paint brushes with water used for mark making on a very large blackboard. Children enjoy these activities and respond very well to taking exercise. The setting also provides children with regular activities that are undertaken by a visiting gym teacher so that children are given additional opportunities to take part in exercise. While indoors children have access to a very large range of activities that promote physical development. These include mark making, playing with finger puppets and using resources specifically designed to promote this aspect of the children's development. Children are able to thread shapes, mix paints and dough.

All the children's meals and snacks provided are freshly prepared and very nutritious, for example, fresh fruit, vegetables, pasta and chicken. Children are able to exercise choice at meal times and learn about the value of balanced diets. However, children are not given many opportunities to serve themselves, and this limits opportunities for children to fully develop independence. Meals are prepared by the nursery cook who works in a well equipped and well maintained kitchen. The setting provides all parents with a menu that is regularly changed and the setting ensures that it meets the dietary needs and requirements of all children very well. Children have free access to fresh drinking water which they can independently access at all times during the day.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safely cared for in warm and welcoming premises. The younger group are looked after in the baby rooms, which provides plenty of space and age-appropriate equipment. Staff work very well together to ensure that children are continuously occupied and interested during the session. For example, when it is time to reorganise the room the children are taken to an area for story time, singing or outdoor play. Children are confident in the setting and show a clear sense of belonging. There are bright displays of children's creativity in the clearly defined play areas. The outdoor area are safe and used effectively to extend children's learning and interest. Resources are well maintained, very clearly labelled and accessible to children. The visual impact of the nursery is very positive, there is good use of displays to celebrate children's achievements, and inform parents about the work of the setting.

The nursery undertakes regular and effective risk assessments; this ensures that children do not face unnecessary danger from hazards. For example, safety gates are in place, the door to

the kitchen is always kept locked, plug sockets are used and all facilities are checked daily to ensure their suitability.

Children learn about safety during fire drills and interesting activities, which involve relevant themes about fire safety. Children are kept very safe in the case of an emergency as the setting regularly undertakes practice evacuations and has in place proper fire detection and control equipment.

Children's welfare is safeguarded as staff have a clear knowledge and awareness of child protection issues. They attend relevant training to ensure that their information is up to date. Parents and carers are informed of the safeguarding procedures and the responsibilities to protect children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are cared for in three large brightly coloured rooms, a spacious room for children from birth to two years old and very large room for three to five years old. Younger children show pleasure as they sit on a mat, covered in shiny gold paper, surrounded by an interesting variety of textures. These include coloured feathers, sweet wrappers, soft fluffy hair bands, sensory bottles filled with glittered liquids, and baby pictures of the children scattered around. The children giggle and squeal with joy, as skilful staff support their learning. Children are very happy in the setting and form good relationships. They are sociable, confident and show a keen interest in their environment. Activities are varied and promote all areas of development and learning for them. Detailed planning is in place which provides children with age-appropriate activities. Staff have a good understanding of children's needs and development. They use the Birth to three matters framework and Foundation Stage curriculum effectively, to provide children with interesting programmes of activities.

Children's self esteem is raised through the attractive displays of their work and by staff giving them opportunities to express choices to follow their preferences and interests. Staff supervise children very well as they play in this way, guiding and intervening where necessary, children spend appropriate amounts of time engaged with the activities. The staff are very sensitive to the needs of the children; for example, when a child first arrived he was reluctant to undertake an activity but a member of staff shared a story with him until he was ready to exercise his choice and decide what to do.

Nursery Education.

The quality of teaching and learning is good. Staff have a very good understanding of how young children learn and a very good understanding of the Foundation Stage curriculum. Staff ensure that children continue to develop as they move onto activities that are planned from the Foundation Stage curriculum. The activities that children undertake are a good balance between child chosen and adult led tasks. Staff record their observations on the children and effectively plan for next steps in their development through individual target sheets for every child. However, this information is not always transferred to the main planning sheet, and as a result, the plans do not include adaptation or extension activities for identified children. Children readily explore, investigate and make choices in their play. They understand the structure of the session, following routines and instructions well. The organisation of the day provides a good balance of adult led activities, small and large group times, free play and individual attention for children.

The children form positive relationships as they play together, share and take turns. The nursery gives the children many opportunities to be independent and staff listen to children at all times. The children respond well to this as they select activities, decide what they have to eat and share ideas and discussions. The children in the nursery are very confident speakers, they freely talk about what they are doing and can use appropriate vocabulary to describe their ideas; for example, a small group of children talked about which towers were the tallest and which the shortest. Children work in a very language rich environment where writing is given a high priority and children understand that it has meaning through extensive use of labels, accompanied with pictures and where conversations form an important part of the learning environment. Children undertake a large range of mark making activities and older children are starting to write their names. Children concentrate and listen to stories.

Children are able to recognise shapes colours and numerals and are beginning to use calculation and are also given other practical opportunities as they count pieces of fruit, work with varying quantities when constructing towers. Children explore simple technology through the use of everyday equipment, such as DVD players. Children have access to computers to support their learning. Children have access to a very wide range of well prepared and carefully constructed activities that enable them to develop their fine motor skills, for example, construction games, threading activities and using small apparatus to sort by size.

Helping children make a positive contribution

The provision is good.

Children's individual needs are very well met in the setting. Staff have a clear equal opportunities policy which is effectively implemented in practice. They provide care for children from differing cultural and social backgrounds and promote inclusion. Children's spiritual, moral, social and cultural development is fostered. Children learn about the local community and their own cultures through relevant experiences. For example, The festival of lights is discussed, and Divali, for Hindus is celebrated, and Bonfire night is talked about, in conjunction with the help of parents who come in and read stories, or bring in cultural music and show native clothes from their countries. The atmosphere in the nursery is so positive as the staff and children create a very warm family environment for learning to take place. The staff are very positive role models who consistently apply simple rules that children both understand and follow. Staff manage behaviour extremely well by engaging children's interests, meeting their needs and involving them in developmentally appropriate conversations. The nursery uses resources that reflect positive images of diversity; these include, dolls, photographs and written material. However, the setting does not make their resources that promote children with disability, easily accessible so children can play with them. They develop self-esteem as they celebrate individual achievements. Children enjoy the awards and rewards which they receive through sticker books. They learn about responsibility, for example, in helping to tidy up and look after the toys.

Partnership with parents and carers is good. There are effective systems in place to ensure that information is shared. Parents are well informed of their children's progress and make contributions to the records of development. For example, at the parents evening, parents are given comments sheets and then they discuss and set development targets with the staff. Parents receive regular newsletters which inform them of the children's activities. Parents are encouraged to be involved in children's learning, for instance, by helping with reading stories, cooking or simply just visiting the nursery. Parents provide very positive feedback through the questionnaires and also at the inspection. They praise the staff and value the consistent care provided by the setting. Parents enjoy the informal contact that they are able to have when leaving or collecting their children but they also value the chance to see written records and

attend parent evenings. Parents consider that the staff stimulate the children very effectively and that development needs are met very well. The parents also think that the nursery provides a comprehensive range of information which enables them to have a good understanding of its work, policies and procedures.

Organisation

The organisation is good.

Children are very well cared for by a consistent staff team. Staff are clear about their roles and responsibilities and have an effective key worker system. This ensures good communications and promotes positive relationships. Staff are well organised and work efficiently to provide children with suitable and stimulating routines. Robust recruitment and vetting procedures are in place to ensure that children are cared for by suitable persons. Appropriate staff induction and student placement procedures are clearly put into practice.

The leadership and management is good. The setting's registered person and manager have a clear understanding of the nursery's strengths and areas that require development. They both have created a good team who share their vision for the nursery. Each member of staff has a very good idea of their roles and responsibilities within the nursery and they all carry out their duties very effectively and conscientiously to the great benefit of the children. The deputy manager carries out informal supervision of all staff and provides training that she considers necessary. The Manager and staff all monitor and evaluate their practice at team meetings, appraisals and in consultation with parents. The planning that is in place covers all areas of learning and is informed by assessments made on the children's work and overall achievements. Records and documentation are well organised and maintained in good order. Comprehensive policies and procedures are in place to contribute to the care, safety and welfare of children. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

The last inspection made the following recommendations for the nursery to follow; to ensure that the child protection procedure for the nursery complies with local Safeguarding children's Board procedures and identifies what action will be taken should an allegation be made against a member of staff and update procedures for checking that staff are suitably cleared to work with children.

The setting have a fully updated policy for child protection, which identifies what action will be taken should an allegation be made against a member of staff, and all the correct telephone numbers for the Local Safeguarding children's board; and the setting have put in place robust procedures for checking the suitability of staff.

These actions result in improvements to the organisation and welfare of children.

Complaints since the last inspection

Since the 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure resources are made accessible for children at all times, that promote learning difficulties/and or disabilities
- encourage children's independence skills during meal times

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure planning incorporate activities for more and less able children

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk