

# Smart Start Day Nursery Ltd

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY283678
<b>Inspection date</b>	06 December 2007
<b>Inspector</b>	Sally Elizabeth Lee
<b>Setting Address</b>	Westwood Court, Reay Nadin Drive, Sutton Coldfield, West Midlands, B73 6UR
<b>Telephone number</b>	0121 353 1166
<b>E-mail</b>	
<b>Registered person</b>	Smart Start Day Nursery Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Smart Start Day Nursery opened in 2004. It operates from two separate ground floor units located within a retail complex in Sutton Coldfield. One unit provides facilities for babies under two years of age and the second unit provides facilities for children from two to five years. There is access to a fully enclosed outdoor play area. The nursery serves the local and surrounding areas.

The setting is registered to provide care for 58 children aged under eight years and there are currently 83 children on roll. Of these, 12 children are in receipt of funded nursery education. Children attend for a variety of sessions. Currently there are no children attending who have learning difficulties and/or disabilities.

The nursery opens five days a week all year round, except for statutory bank holidays and one week at Christmas. Sessions are from 08:00 until 18:00.

There are 19 staff who work with the children, 17 of whom hold an appropriate early years qualification. The setting receives support from an advisory teacher from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children stay healthy and are well protected from infection because staff carefully follow the clear hygiene procedures in place. For example, disposable gloves and aprons are worn for nappy changing with different coloured aprons and gloves being worn to serve food. Children learn about hygiene from the clear routines in place which encourage them to wash their hands before eating and after using the toilet. Older children are well aware that they do this because of the 'germs'. This protects children from infection. However, appropriate soap is not always readily available to the children to support them in this which has the potential to put them at risk. Any accidents children may have and medication administered is recorded carefully and parents sign these records which keeps them informed of this aspect of their child's care. The majority of staff are first aid trained and there are clear procedures in place to check the first aid boxes regularly.

Children are well nourished by the healthy and nutritious meals and snacks which are all cooked and prepared on the premises. Children thoroughly enjoy sitting together with the staff to eat their midday meal and this is a very social time for them. Children learn how to make healthy food choices because staff talk to them as they are eating and by the staff's good example. Any special dietary needs children may have are recorded before care begins and this information is readily available in the kitchen as well as in each of the care rooms. There is a water dispenser in the pre-school unit and children access it freely. Younger children are offered drinks regularly which ensures they are well hydrated.

Children enjoy physical exercise both indoors and outside. The majority of children in the nursery have daily opportunities to play outside in the enclosed outdoor play space. They run, climb and balance and develop skills as they learn to push, pull and pedal wheeled toys. Within the nursery they thoroughly enjoy dancing when Martin, the Music Man, comes to play his guitar and sing, and younger children have opportunities to play in the equipment in the sensory area. Young children and babies' early mobility is developed as staff walk along holding their hands and encourage them to take their first independent steps.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in premises which are welcoming and inviting for both children and adults. The nursery is light, bright and well maintained. Examples of the children's own work are displayed attractively throughout the building which helps children to develop a sense of belonging. Notice boards display policies and procedures, information about the curriculum and daily menus, as well as notices of general interest. The premises provide all the necessary amenities for the children, including a fully enclosed outdoor play area with a soft safety surface.

Children benefit because the nursery is well equipped with an inviting range of resources for all ages of children and to support all areas of their play and learning. There are sufficient good quality cots for babies and very young children and some domestic style furniture is provided in the baby unit to help to develop early mobility and to continue normal life experiences. For example, staff sit in the comfortable chairs and cuddle babies while they feed them. Each child has their own bedding which is washed daily. All toys, equipment and resources meet the

appropriate safety standards and there are procedures in place to ensure they are safe and clean.

Clear and comprehensive risk assessments ensure children stay safe within the nursery environment. Staff are vigilant and there are systems in place to keep children safe, for example, by checking them regularly while they are sleeping and recording this on the sleep chart. The premises are secure and all visitors to the setting have to sign the visitors record. Children learn how to keep themselves safe by practising the fire evacuation procedure regularly and because staff explain to them why they should not run, and why they should tidy away the toys from the floor.

Children are further protected because there is a clear child protection procedure in place. Staff undertake regular training in this area to ensure they are up to date with any new initiatives and they are clear that the welfare of the child is their most important consideration.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time at the setting. They settle well and are happy because of the very good staff interaction in all areas of the nursery. Close and caring relationships help raise self-esteem. Staff sing to and play with the babies, tickling them and making them laugh. They cuddle the babies, giving them reassurance. They encourage their early mobility by holding their hands as they walk, and playing 'peepbo' as they crawl through tunnels and play in the sensory area. Staff are very positive with the children and help them to achieve. Babies and very young children have regular opportunities to take part in a wide range of messy play activities, for example, babies enjoy feeling the texture of the paint, touching it and making marks. Older babies sit on large pieces of paper, experimenting with the patterns the paint makes on the paper.

Children aged two to three years are developing their imagination and creativity. They enjoy books and stories and develop concentration as they listen to stories being read to them by staff, individually and in small groups. They eagerly join in well-known rhymes and songs. They thoroughly enjoy going outside to play where they are able to run about, push and pull the wheeled toys as well developing their skills in climbing and balancing. They learn self-care skills as they begin to access the toilet area independently, wipe their own noses and put on their aprons for messy play.

All children are treated with respect and have their care needs carried out sensitively by staff, who talk to them as they change their nappies and feed them. They are cuddled and held while they have their bottles. Staff obviously enjoy the company of the children in their care and know each child as an individual.

### **Nursery Education**

The quality of teaching and learning is good. Children are confident, active learners. They come in eager to take part in the activities. They are confident to contribute to group sessions, and take turns to answer questions in English and in Spanish during the weekly Spanish session. They are also learning to sit and listen when appropriate. They have made good relationships with the staff and with other children and are keen to share their play with others. They show concern for each other when they are hurt and enjoy taking the responsibility of being a helper.

They enjoy listening to stories being read in large and small groups. They use the graphics area freely, making marks with a wide range of media and are learning that print has meaning.

Children solve problems in their play and are learning to count and use numbers well. Most children are able to count and to recognise numbers up to 10, and some beyond. They learn about volume as they play in the sand and the water, pouring and measuring, and they sequence colours and patterns in their daily activities, for example, making paper chains for Christmas. They thoroughly enjoy singing number rhymes and songs with the Music Man when he comes in to play his guitar and are eager to be one of the 'Five Little Frogs'.

Children have free access to paint and collage materials which helps to foster their creativity. They enjoy role play and become very involved with their play in this area, making up elaborate games with their friends and suddenly singing 'Hip, hip, hooray' very loudly and laughing together. They move imaginatively to the music made by Martin, the Music Man during his sessions. Their knowledge and understanding of the world is developed as they look at mini beasts, learning about life cycles. They discuss the weather at circle time and talk about changes that happen in the weather during the day. They learn about the local community as they go on walks to visit the library bus, the local school trim trail, the park and the post box to post their letters. They enjoy their visits from 'People who help us', for example, the doctor and the police.

Staff have a good knowledge and understanding of the early years curriculum and they have developed strong systems to plan, prepare, evaluate and assess children's learning. These systems link together well which helps children take the next steps along the stepping stones to the early learning goals. Staff are experienced and skilled and they know each child well. This enables them to adapt activities to ensure they provide appropriate support and challenge for each individual child. However, the learning environment is not particularly stimulating for the children and, although paint is available to them at all times, they do not have free access to a wide range of activities and resources to fire their imagination and help to further their learning. Staff are able to manage a wide range of behaviour and are positive with the children, helping them to develop a sense of pride in their achievements.

### **Helping children make a positive contribution**

The provision is good.

Children and their parents are treated with respect and equal concern throughout the nursery. Staff know the children in their care well and are attentive to their needs. Children's individual routines, likes and dislikes are recorded before care begins and this information is transferred to a book which hangs on the wall of their room. These notes are updated very regularly so that all staff caring for that child have the appropriate information about daily routines and preferences. Children learn about the wider world from the positive images they see in books, posters and play materials throughout the nursery and from the work done during topics. Children learn about an interesting range of festivals and so develop an understanding of different cultures. Children's spiritual, moral, social and cultural development is fostered.

There is a clear policy and procedure in place in the nursery for the identification and support of children with learning difficulties and/or special needs. Staff are sensitive to individual children's needs and the setting works closely with parents and other professionals to make sure all children are included in the daily routines and activities at the setting and that there is appropriate support in place to ensure all their needs are met.

Children learn the difference between right and wrong because staff manage behaviour very well. They provide good role models for the children, being polite and respectful to the children and each other. They remind children to say 'please' and 'thank you' and negotiate when there are disputes over toys. Children are encouraged to be kind to one another and staff take every opportunity to praise them for being kind and for showing care and concern. If children do display difficult behaviour, staff work closely with parents to ensure consistency for the child concerned. Distraction is used very well for younger children and behaviour throughout the nursery is good.

Partnership with parents and carers is good. Parents receive good initial information about the nursery and attractive notice boards and regular newsletters help to ensure they are kept up to date with new initiatives and coming events in the nursery. Parents of babies and very young children receive daily diary sheets letting them know about their child's care and achievements. Parents of older children have daily verbal feedback from staff. Parents of pre-school children have termly reports and annual parents evenings so that they can discuss their child's progress. They are welcome to look at their child's developmental records at any time. Parents throughout the nursery are encouraged to become involved in their child's learning by taking home story bags to share with their child.

### **Organisation**

The organisation is good.

Children benefit because staff have the knowledge, skills and qualifications to provide good quality care and education for the children. There is a clear recruitment and vetting procedure in place and staff are well organised to ensure the adult to child ratio supports children's care, learning and play very well. Practitioners have a high regard for the well-being of the children and this contributes to children's ability to take part in the setting. However, although there is a key worker system in operation throughout the nursery, key staff are only responsible for the assessment of their key children's development. They do not perform daily care tasks for that child or liaise with the child's parents and this has the potential to adversely affect children's overall well-being.

There are good systems in place to highlight any staff training needs and staff are positively encouraged to contribute to evaluating their practice and improving standards within the setting. The quality of the nursery education is monitored carefully by management to ensure children are making progress and the standard of education provided is maintained. Staff work very well together as a team and are encouraged to undertake regular training to ensure they keep up to date with new initiatives and developments. Staff and management of the nursery strive to improve standards. Leadership and management of the nursery is good.

All the appropriate documentation to ensure children's welfare is protected is maintained in an efficient and confidential manner. Overall, the setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the nursery was asked to maintain a record of complaints and to check and keep a record of sleeping babies. Children are now protected because both of these issues have been dealt with and records are being kept.

## Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the 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.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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 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 children stay healthy by providing appropriate hand washing resources at all times
- ensure every child is allocated to a key person who is mainly responsible for his/her well-being on a daily basis and liaises with parents.

### 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):

- create a learning environment which stimulates children's imagination and provides opportunities for them to experiment daily with a wide range of media.

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](http://www.ofsted.gov.uk)