

Smarty Pants Private Day Nursery Ltd

Inspection report for early years provision

Unique Reference Number	EY360664
Inspection date	07 May 2008
Inspector	Elaine Margaret Hayward
Setting Address	212a Horseley Heath, TIPTON, West Midlands, DY4 7QP
Telephone number	0121 520 8777
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Registered person	Smarty Pants Private Day Nursery Ltd
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 Private Day Nursery Ltd opened as a limited company in 2007. It operates from four rooms in a detached property in Tipton. A maximum of 34 children may attend at any one time. The nursery is open from 07.30 to 18.00 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 54 children on roll aged from four months to four years. Of these, 11 children receive funding for early education. Children attend from a wide catchment area. The nursery currently supports children with learning difficulties and/or disabilities. Children can be transported to and from local schools.

The nursery employs 11 members of staff. Nine staff hold early years qualifications and two are working towards a qualification. The setting receives support from a local authority mentor teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well protected because staff clearly recognise and reduce any possible risks. Children learn about good health and hygiene practices through well planned daily routines, and by learning from staff who set a good example. Children observe staff wash their hands and wear gloves and aprons when handling food or changing nappies. They see staff prevent the spread of infection as adults frequently clean surfaces and floors throughout the day. Children are learning why it is important to wash their hands and wipe their runny noses with tissues. Children's welfare is protected with clear exclusion periods to prevent the spread of infection in place. Good information is obtained from parents about their children's medical and dietary needs. Should children have an accident, need medication or become unwell, they receive good, prompt attention, and parents are kept fully informed.

Mealtimes are relaxed, social occasions when children sit together to enjoy their hot lunches which are cooked on the premises. Children enjoy their food. They learn about healthy foods as they savour choices of fresh fruit at snack times. Drinks are readily available throughout the day to ensure they are well hydrated. Children are encouraged to feed themselves independently.

All children benefit from the fresh air each day as they enjoy the two good outdoor areas. They develop awareness of how to keep healthy through being active. Children develop the confidence to enjoy moving with control and use their bodies as they manoeuvre around the climbing frame. They love to play with the water feature and the sand, and they enjoy having space to run around or to play parachute games. Staff also understand the physical needs of the youngest children, providing plenty of space for babies to roll and crawl. Staff encourage babies to pull themselves up and carefully support babies when they are sitting.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy a bright, warm and stimulating environment that is child-centred and welcoming to all. The walls are covered in displays of their achievements and photographs of their activities. Staff, children and parents warmly greet each other. Space is organised effectively with the use of four rooms. This ensures that the activities of the older children do not impact on babies and young toddlers who are in their own rooms, this allows all children and babies to learn, explore and play safely.

Children have freedom to choose their activities from a wide range of stimulating and safe resources which are in good condition and well maintained. Children can independently self-select their playthings, which are clearly, safely and invitingly placed within their reach. High priority is given to safety. Risks are clearly identified and minimised in order to keep children safe. There are clear written risk assessments which are reviewed and monitored with ongoing, daily checks. Accidents are recorded and used to inform risk assessments. Staff are vigilant and deployed to ensure children's safety at all times. There are clear procedures for the arrival and collection of children with a locked door and gate in place. There is strict supervision of anyone entering the nursery with a visitors signing in and out book readily to hand for completion. Outings are clearly risk assessed and include good staff ratios.

Children learn to keep themselves safe through discussion and reminders, such as holding hands before they go out. They learn about safety through projects and visits. Older children thoroughly enjoy learning about fire safety as they role play, dressing-up in uniforms, and as they talk to the fire officers who visit, climbing into the fire engine, examining it at close hand. However, although staff are aware of the fire procedures in place at the setting, children do not learn about what to do in the event of an emergency evacuation as they do not frequently take part in any drills.

Children are well protected from harm as staff understand their role in child protection. Staff attend training and recognise this is their first priority. They have sound knowledge of the symptoms of abuse and clearly know what action to take should they have concerns about a child.

Helping children achieve well and enjoy what they do

The provision is good.

Babies and young children benefit from staff who are trained, knowledgeable and enthusiastic in their implementation of the 'Birth to three matters' framework which positively enhances the care and development of young children. Good information is gained about young children's routines. Staff know the children's likes and dislikes and build on this. They develop warm and caring relationships with the children in their care. Warmth and affection is evident as they cuddle children and chat. Lovely interactions can be seen between staff and children who feel confident in each other's company. Staff join in with children's play. A good balance of rest and active times are offered throughout the day, both indoors and out, with the daily routine taking account of children's individual routines and their peaks and troughs in stamina.

There are close working relationships between staff and an effective key-worker system. All this provides continuity of care to ensure children feel secure and nurtured so that they clearly want to be involved as they make confident choices about their activity and care. Children are very happy, well settled and confident, thoroughly enjoying their time in the nursery. They experience a wide range of stimulating and interesting play experiences. They can be seen totally absorbed, concentrating hard on the task in hand. Looks of awe can be seen on young children's faces as they are fascinated by the water feature in the garden - the changing colours, the feel of the water through their fingers, and the sounds as the water burbles over the stones. Expressions of bewilderment can be seen on young faces as jelly is closely examined in their little hands, followed by grins and laughter as they relish the taste and texture in their mouths.

Nursery education

The quality of teaching and learning is good. As a result, children are making good progress towards the early learning goals. Staff interact with the children and make good use of questioning and spontaneous learning opportunities with staff providing appropriate challenges. Funding for nursery education has not long been in place but overall, staff demonstrate good knowledge and understanding of the early learning goals and of how children learn and progress, having undertaken foundation stage training with further courses booked to attend. Staff are increasingly gaining confidence in consolidating the programme in order to further extend children's learning. A varied educational programme is offered to provide a broad, balanced range of activities across the six areas of learning. Planning and assessment is comprehensive with observations used effectively to inform planning to provide exciting activities. Clear and in-depth observations and records of the children clearly inform staff of the next step in order to develop and extend children's individual learning.

Children's personal, social and emotional development is well promoted. Children have a positive attitude to learning. They are encouraged to be confident, enthusiastic and motivated due to the wealth of activities staff provide. They show immense pleasure and excitement as local fire officers visit with a fire engine. They later take pride, concentrating hard when creating their pictures and thank-you cards which they deliver by hand to the fire station. Children behave well, responding to the clear guidelines, helping to tidy away, sharing and taking turns, such as, at the computer. They are confident in their relationships with adults and children, showing sensitivity. They have some opportunities to show their increasing confidence and independence as they serve their own lunch, helping themselves from the large serving dishes. However, their independence is not always extended as drinks are often poured for them and they can not reach their own coats off the high hooks.

Children are expressive speakers who see a wide range of familiar words displayed around them. They love to choose books from the inviting library area with its extensive range to stimulate their imagination. They talk freely and expressively with staff asking questions. Staff listen to the children and provide clear explanations. Children talk animatedly with staff about finding frogs and "birds who come and eat worms" in the garden. Children have good opportunities to see their names in print around the room. Some children are recognising the names of others and are beginning to use and link sounds, as staff begin to quite naturally thread sounds in their everyday language. Children are given opportunities to make marks. Some are attempting to form letters and write their own names although staff have not yet consolidated their support to children in this area.

Children increasingly hear staff using mathematical language as, for example, they lift the parachute up and run under, and are showing good understanding of shape and size as they build and construct. They see numbers displayed around the room and are developing counting and number recognition, such as, when they count the number of forks at lunch time. Staff however, sometimes miss the opportunity to extend children's learning to solve simple number problems, such as, adding or taking away.

Children explore and freely investigate as they play with sand and water both inside and out. They have good opportunities to observe, question and explore their natural curiosity, to learn to care for living things as they plant and tend their fruit and vegetables in the garden and grow their flower seeds. They learn about animals, the wider world and their neighbourhood, with outings and visitors to the setting. Children design and build freely with a variety of construction toys, boxes and tubes. They become familiar and competent with everyday technology as they use the computer.

Children are physically confident and enjoy a good variety of active times throughout the day, both indoors and out. They learn to move confidently, showing a sense of personal space as they play alongside each other, climbing in, out, up and down the climbing frame. Frequent use of small equipment, such as, scissors, crayons, brushes and construction help children develop good hand and finger control

Children express themselves freely through a range of creative activities using paint, drawing, music and role play. Children see their creations valued as they are displayed around the room. Children are confident in their colours, with playful fun and teasing in place between children and staff over the colour of their drinking cups. Children's imagination can be seen as they tenderly care for soft toys, prepare dinner or as they dress-up in their fire clothes, 'going on duty on Green Watch'.

Helping children make a positive contribution

The provision is good.

All children are welcomed, valued and respected as individuals. They are treated with equal concern. A stable staff team promotes children's self-esteem and confidence. Staff listen to the children. They are patient, providing positive support, praise and encouragement, helping children feel good about themselves. Children are cuddled and comforted. Colourful and attractive displays of children's achievements and photographs of their experiences further ensure they feel valued, and provide valuable information for parents about their children's care and activities. Children's spiritual, moral, social and cultural development is fostered.

Children enjoy a wide range of activities to promote their understanding of the wider world through colourful displays, toys, projects and everyday activities. They are excited by visitors to the setting and enjoy outings. They celebrate a wide range of festivals, supported by informative displays and a good range of fun activities and resources. Good arrangements and clear procedures are in place to support children with learning difficulties and/or disabilities. There are assessment and monitoring procedures, including liaison with parents and other professionals to ensure that children's individual needs are identified and supported. Children's understanding of disabilities is well promoted by staff who show sensitivity and understanding.

Staff are good role models, working as a team. As a result, children behave well as they understand the environment created by staff that encourages children to respect boundaries and to learn to take responsibility for their own behaviour. Children play harmoniously together, learning to share and take turns. Like staff, they are polite, saying 'please' and 'thank-you'.

The partnership with parents and carers is good. Parents speak very highly of the setting and the care of their children. Valuable information is provided through an initial welcome pack helping parents understand how the setting runs and about the foundation stage curriculum. Further information for parents about children's care and activities is provided through notice boards, displays of photographs and newsletters. Parents views are sought through questionnaires. Comments are valued and promptly acknowledged. Full exchanges of information take place daily between parents and staff with written record sheets for each child concerning their care and activities. Lovely informative individual profiles are completed weekly for parents, which highlight their children's achievements and activities with photographs and clear explanations. These are clearly linked to the 'Birth to three matters' framework, and also highlight the next step for development. This strong partnership with parents ensures continuity between home and nursery which enable children to settle well. However, the provision of nursery education and the implementation of the foundation stage curriculum has only recently been introduced. As a result, parents are not as yet fully involved in their children's learning and their starting points. This is an area to be developed further in order to enhance children's learning and progression through the stepping stones and early learning goals.

Organisation

The organisation is good.

The organisation of the setting ensures that children are happy and settled, with their needs well met. Children's care is enhanced by staff who are enthusiastic and dedicated, working well as a team. Children benefit from continuity of care with stable staff, and good staff to children ratios being maintained. Staff are well qualified and are effectively deployed, using an effective key-worker system to ensure that children receive a high level of care and attention. Clear documentation, policies and procedures ensure that children's health, safety and well-being

are a priority and are always carefully considered. These include robust and comprehensive recruitment, induction and appraisal systems for staff. Effective registration systems for children, staff and visitors further maintain children's safety. The provision meets the needs of the range of children for whom it provides.

Leadership and management of funded children is good. The provision of nursery education has only recently been introduced and new ways of working in order to enhance provision are welcomed. There is a strong commitment to ongoing training and development. Much training has already been accessed and further booked in order to enhance children's learning. This, along with good staff communication, ensures that children are cared for by staff with up-to-date knowledge of developments. Staff understand their roles. Effective steps are taken to monitor, evaluate and improve services that are offered with ongoing observations, regular meetings and evaluations to assess practice, looking for ways to move the provision forward so that children are developing positive attitudes and are making good progress towards the early learning goals.

Improvements since the last inspection

Not applicable as this is the first inspection.

Complaints since the last inspection

Since registration 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

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 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):

- continue to raise children's awareness of safety, with specific reference to emergency evacuation procedures.

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):

- develop further staff's knowledge and understanding of the curriculum guidance for the foundation stage to further enhance children's progression through the stepping

stones and to ensure a broad, balanced range of activities across the six areas of learning is in place

- develop parents understanding and involvement regarding the curriculum guidance for the foundation stage to ensure parents are fully involved in their children's learning, including children's starting points.

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