

# Smartiecare Limited

Inspection report for early years provision

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<b>Unique reference number</b>	EY302186
<b>Inspection date</b>	20/01/2009
<b>Inspector</b>	Rachael Flesher
<b>Setting address</b>	Wood Close, Main Street, Ripley, Harrogate, North Yorkshire, HG3 3AX
<b>Telephone number</b>	01423 771892
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Smartiecare Limited was registered in 2004 and operates from a converted property situated in the village of Ripley. The children have access to four playrooms, a music, and dining room and there are facilities for the care of the children who attend the out of school club. All children share access to a secure, enclosed outdoor play area and there are two pet rabbits. The nursery is open each weekday from 07.30 until 18.00 all year round. It is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of 52 children at any one time. There are currently 70 children on roll of whom 14 receive funding for nursery education. The nursery supports children with learning difficulties and disabilities and who speak more than one language. Partnership arrangements with local schools are in place.

The nursery employs twelve staff; six have a level 3 early years qualification, one of whom is working towards a foundation degree. A further member of staff is working towards a level 3 qualification and another is working towards level 2. The setting's day to day operation is the responsibility of the nursery manager, assisted by the deputy and room leaders.

## Overall effectiveness of the early years provision

All children are provided with a range of opportunities to play, learn and develop as their individual needs and interests are identified and provided for through a well planned and resourced indoor and outdoor learning environment, supported by well informed staff. The staff also have highly effective partnerships with parents and other professionals in place to enable them to further support children's individual needs. As a result, children are making good progress. Children are safe, their welfare promoted, and excellent opportunities are provided for them to be healthy. Regular self-evaluation by the managers and staff team ensures that any priorities for future development are identified and acted on, in order to make continuous improvements that benefit the children.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review policies and procedures regularly
- further develop the role of the key person in providing for children's individual care routines

## The leadership and management of the early years provision

The setting has a warm and welcoming atmosphere with enthusiastic, approachable staff who work well together as a team promoting children's welfare and learning. Appropriate systems are in place to ensure all children are

safeguarded, included and their needs met. Records, policies, and procedures required for the safe and efficient management of the setting are in place and shared with parents and all staff, although not all have been reviewed recently. A thorough recruitment and induction process is in place to ensure new staff are fully informed and supported. All staff receive feedback through appraisals, where development and training needs are identified and provided for.

Staff are committed to continuous improvement and evaluate and monitor their practice during weekly room meetings and monthly staff meetings. Feedback from parent questionnaires, previous Ofsted visits, local authority professionals and their own reflections and observations are used to inform the Ofsted self-evaluation form and their own development plan to identify areas they would like to further develop. For example, the team have recently drafted a plan and submitted an application for funding to develop their outdoor play area. Recommendations set at the last inspection have been successfully addressed.

Partnerships with parents and others is a key strength and parents are extremely happy with the standard of care and learning opportunities their children receive. Excellent information sharing systems are in place to ensure all concerned are fully informed. Parents receive a welcome pack, and detailed information is gathered about their children's interests, needs, and what is important to them at home in order to plan for their individual needs. Settling in visits are arranged, where parents share further information such as their individual care routines, which are followed in line with home. All children have a diary where key information is shared daily, including what they have enjoyed doing that day and any significant achievements. Learning and development files are also shared and parents are fully consulted before children move into another age group. Staff work closely with other professionals to fully support children during times of transition, or who have any additional needs and to ensure continuity in their learning and welfare.

## **The quality and standards of the early years provision**

Children participate eagerly and with enjoyment in a safe, stimulating, and homely environment. They are settled and developing positive relationships with each other and staff. The key persons have good knowledge of each child's developmental stage and individual interests. They lead the assessment and planning in close liaison with the parents and other professionals to ensure each child's welfare, learning, and development needs are met effectively. In addition, key information is recorded and shared with all staff in each room to further promote children's welfare by ensuring everyone is fully informed. However, not all aspects of babies' individual care routines are carried out by the key person, for example, nappy changing.

Each child has a learning and development record, where observations are recorded, assessments made and next steps in their learning identified. These focussed activities inform the weekly planning to ensure they are providing learning and development opportunities for individual children based on their observed interests and identified next steps. As a result, children are making good progress towards the early learning goals.

Children are taught how to maintain their personal care, washing their hands when appropriate and brushing their teeth after lunch. They are provided with excellent opportunities to learn about being healthy. They grow, care for, and eat their own fruit and vegetables, and have ample opportunities for physical exercise and fresh air. Children are provided with a wholesome, nutritious, and balanced diet, where new food is regularly introduced for children to try in order to sample different textures and tastes such as omelettes, tempura vegetables, chowder and roast dinners. Children take turns to choose and help prepare a meal for their friends, becoming a chef for the day and assisting the cook in the kitchen. The cook has developed strong partnerships with parents who have children with dietary requirements to ensure they are appropriately provided for. Food is attractively presented and children serve themselves, developing their understanding of portion control and fostering independence. They also clear, wash and dry their own plates and cutlery. Positive behaviour is promoted and children are rewarded with stars, certificates, and treats to reward their achievements and efforts.

All areas of learning are delivered through planned, purposeful play enhancing and adapting the continuous provision as necessary, to meet children's individual needs and interests. Opportunities are provided for children of all ages and abilities to select their own resources and pursue their own interests. Babies and toddlers choose toys from a basket and enjoy exploring their environment, trickling dry sand through their fingers, splashing in the water and practising their physical skills as they climb and walk on soft play shapes. Children enjoy dressing up, role-play, making marks and snuggling up for a story. Staff follow children's interests and play alongside them, interacting, questioning and using their Makaton signing skills where appropriate to develop their learning and understanding. Children ask if they can paint their own faces so staff provide them with the resources to do this. They take turns, skilfully using paintbrushes and sponges to apply the paint to their peers' faces as they watch in the mirror.

Staff fully embrace the importance of enabling children to free flow from indoors to outdoors, providing them with many opportunities to play, explore, and learn in the outdoor environment daily and in all weathers. Here children can run, ride the wheeled toys, make marks, dig for insects, and play in the sand and water. They also have access to the grounds of the Ripley estate and often go for nature walks, collecting logs and other things of interest to enhance their outdoor provision. They are learning about the wider world through celebrations and visitors and staff actively encourage children to include, respect, and value each other's differences and abilities.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There has been no complaints made to Ofsted since the last inspection.

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.