

Smartypants Exclusive Childcare

Inspection report for early years provision

Unique reference number	309797
Inspection date	07/05/2009
Inspector	Wendy Fitton
Setting address	35 - 37 Romney Street, Nelson, Lancashire, BB9 0DD
Telephone number	01282 616 735
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Type of setting	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 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

Smartypants Exclusive Childcare Nursery is privately owned and has been registered since 1999. It is situated in two converted properties on Romney Street in Nelson, Lancashire, close to the town centre and the M65 network.

The nursery accommodates a maximum of 40 children from three months up to eight years on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 63 children on roll of whom 15 are in receipt of early years funding. The nursery supports children with English as an additional language.

The nursery is open Monday to Friday from 07:30 to 18:00 all year apart from Bank Holidays. School age children are part of the registration, attending before and after school and during the school holidays with transport facilities if required. Children have access to both floors of the premises, including designated play areas for the varying ages of children. Babies are grouped on the ground floor in a specific unit with access to changing facilities. Children from two to three years have access to a ground floor play room, dining area, messy play area and outdoor grounds. The upstairs facility is used for children from three years up to eight years. There are staff facilities, a kitchen and an office.

There are 15 staff who work directly with the children and 12 have relevant childcare qualifications. The owner works as the manager and a member of staff is employed as a deputy. There is a nursery cook on site.

Overall effectiveness of the early years provision

Overall the provision is good. The nursery provides a very welcoming and fully inclusive environment where children enjoy their time, are safe, well cared for and make good progress in their learning. Effective communication systems within the nursery ensure all staff are constructively involved in self-evaluation. Plans for the future are well documented to implement further improvement. Partnerships with parents are positive and parents are encouraged to be involved with all aspects of the provision. The setting liaises with other providers to ensure progression and continuity of learning and care.

What steps need to be taken to improve provision further?

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

- continue to develop the system for the evaluation and assessment of children's next steps of learning.

The leadership and management of the early years provision

The provider and all staff work effectively as a dedicated team to provide good quality care and education for children. There is active involvement of all the staff team in the evaluation process and staff meetings are used to discuss and disseminate their ideas and practice. Information from annual parents' questionnaires is audited and takes account of their views and opinions of the nursery. The nursery identifies the strengths and weaknesses and targets any actions needed for improvement. The nursery has responded positively to the recommendations from the last inspection which has had an impact on the outcomes for children. For example, the safety and welfare of the children through rigorous recruitment procedures, the safety of windows within the premises and the update of complaints procedures.

Children's needs are well met through the maintenance of policies and procedures required for the safe and efficient management of the provision. Documentation is well organised, up-to-date and is reflected in practice to promote all aspects of children's needs. There are robust recruitment and vetting procedures which maintains the suitability of staff and promotes the children's safety and protection. Staff know and understand the safeguarding procedures and what to do in the event of any concerns. Staff are qualified, experienced and deployed effectively to meet the wide range of ages and development needs of the children. Good quality risk assessments ensure effective actions are taken to manage and eliminate risks.

Parents and carers receive comprehensive information about the setting which includes frequently asked questions about the provision and care of their children and details of the learning programme children will be involved in. Regular newsletters ensure information is regularly updated and include ideas for supporting and extending the children's learning and development. Information about the children's progress is shared through learning journeys and photographs and key workers share daily information both verbally and in daily diaries. The nursery is working hard to ensure that all parents are involved with their children's achievements and their learning and development. Staff display lots of posters, they complete all about me information and involve parents in a flow chart of important information about their child. All the organisational policies and procedures are accessible in the reception area with important information displayed around the areas. Partnerships with parents are well established and parents are appreciative of how the nursery supports specific individual needs. Links have been made with other external agencies to promote the Early Years Foundation Stage and there are good links with the early years development and support team. Transitional procedures have been developed in partnership with the local primary school.

The quality and standards of the early years provision

All staff have a good knowledge of the learning and development requirements and are confident in helping children to become active learners. Key workers plan activities and experiences for their individual children according to their

observations and what children are interested in. Children play freely and access a well planned environment that is tailored to meet the areas of learning and enables the children to make decisions about what they want to do. They respond to the routines and rhythms of the day and are confident and secure in their own environment. Every child has a profile that holds observations, learning journeys, photographs and their own artwork. Children are regularly observed during their play and this enables staff to plan for future learning and next steps. The process for assessment against the early learning goals from the future next steps is still being developed. Children are well supported and encouraged to develop their learning and knowledge. Staff know their children and work in partnership with parents to individual routines and care plans.

Children develop their social skills and learn about their own behaviour. They attend to their own bathroom needs, make friends and play sociably. They play confidently and are motivated to learn as they respond to positive praise. They have a personal sense of identity as they talk about their family and share news and photographs as they talk independently in the group. Children use mark making materials that include pens, chalks, pencils, paint and glue. They freely access books and learn about sounds and letters when they see lots of labelling on everyday objects and furniture. Children learn to recognise the letters in their own names as they see their photograph and name to self-register. Children enjoy exploring and investigating different textures, materials and the outdoor world. They play in sand, water and play dough. They investigate the treasure baskets and use collage materials including shredded paper, feathers and ribbons. Children learn about the natural world as they plant and grow in the garden and search for worms, insects and bugs. They experience technology toys, moving the remote control car, exploring musical and light up toys and cause and effect toys. Children experience different foods and celebrate festivals from different countries. They learn about their community when the road safety person and the fire officer visits.

Children develop their physical skills and enjoy outdoor play in the garden. They have fresh air throughout the day to keep them healthy. They climb, balance run and jump as they use the large physical play equipment. Children develop their motor skills as they use small and one handed tools, for example, they cut with scissors, use glue sticks and thread beads. Children develop their bodies as they move independently, pull themselves up with furniture, use the push along toys and access the sensory area. Children create their own models and constructions with building blocks and interlocking shapes. They make music and rhythms with the musical instruments and take on different roles in dressing-up and role-play in the café and home corner. Children use their imagination when they draw observational pictures and use different colours to mix and create new colours of paint. Children sort and match different colours and objects. They count how many buttons, pegs and beads to thread. They learn about values and cost with the money from the café area. Children use mathematical language as they talk about long, short, big, small and heavy.

Staff are fully committed to good quality care which actively promotes the children's health and wellbeing. They have good knowledge of safeguarding children and the procedures to follow. Children know about holding the hand rail on the stairs and not to go through the gate at the top of the stairs. They also

know about the importance of good hygiene and have adopted healthy habits. Children spend much of the day outside in fresh air and have lots of physical activities. They eat healthily and are provided with a very good balanced diet of freshly prepared, home cooked meals. Children behave well and good behaviour is encouraged through constant praise and recognition. Staff are good role models to children and work consistently in managing any challenging behaviours. Staff teach the children about what is right and not right. Children are well occupied, interested and motivated and develop positive relationships with their key staff and other children. Children learn to respect and value differences and the importance of inclusion.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
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

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met