

Smarty Pants Nursery School LTD

Inspection report for early years provision

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Inspection date

03/11/2009

Inspector

Clare Stone

Setting address

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Type of setting

Childcare on non-domestic premises

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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.

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Description of the setting

Smarty Pants Nursery School was registered in June 2004. It is owned and managed by Smarty Pants Nursery School Ltd. It operates from three play areas of a large terraced house in a residential area of Folkestone. There is access to a fully enclosed outside play area. The nursery serves the local community and surrounding area and is registered on the Early Years Register.

A maximum of 38 children may attend the nursery at any one time. The nursery is open Monday to Friday from 08:30 to 16:00 all year round. Children attend on a sessional or full time basis.

There are currently 55 children on roll aged from two years to five years. Of these 27 children receive funding for nursery education. The group supports children with special needs and those who speak English as an additional language.

The nursery employs seven staff including the owner and bank staff. Six of the staff hold appropriate early years childcare qualifications. Five staff are working towards higher qualifications in the childcare field.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development. Children are happy and settled in their environment and staff provide a fun and stimulating range of activities. The manager and staff are fully committed to continuous improvement and staff are encouraged to attend further training and qualifications. The staff are fully aware of moving the nursery forward and have put in place a self evaluation form to monitor its effectiveness. Children's welfare is paramount and staff are aware of their roles and responsibilities in protecting the children in their care. The nursery have met all the recommendations since the last inspection.

What steps need to be taken to improve provision further?

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

- continue to develop knowledge and understanding of the Early Years Foundation Stage
- continue to use reflective practice and self evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

The staff take good steps to promote children's safety and welfare. All staff have current criminal record bureau (CRB) checks, and there are robust systems in place to ensure all staff who work with children are suitable to do so. All staff know about child protection issues and attend regular training in this area. This helps protect children and ensures that staff know the correct procedures to follow in the event of any child protection issues. The staff carry out daily risk assessments and record their findings. This allows staff to cover all resources and equipment which the children may come into contact with. The ongoing suitability of staff is monitored through an effective appraisal system which identifies individual training and development needs. Staff teach children to keep themselves safe by reminding them not to run indoors and what could happen if they fell over. They also incorporate road safety before they go on visits or just part of the daily routine.

All documents needed for the day to day management of the nursery are in place. They are well maintained and include all information to allow staff to provide good quality care and education.

Policies and procedures are up to date and parents say they always receive a copy if one is updated. Systems for evaluating the strengths and weaknesses of the nursery are in place. The staff are in the middle of organising this to plan their next steps. They are aware it is a working document and find it a useful tool to improve, and celebrate their achievements.

Resources in the nursery are in good order. They are clean and replaced if broken. Staff plan effectively, taking into account the wide variety of toys to ensure children get the full benefit of all the resources the nursery have. Staff allow children to self select, this promotes independence and lets children follow their own interests.

Staff are very aware of providing individual care for each child. They understand that all children are different and these differences should be celebrated. All children are welcome regardless of their background or level of ability. There is a Special Needs Co-ordinator on site who can support staff and children. This enables staff to quickly identify any concerns and work with parents and outside agencies if needed. Therefore, meeting children's individual developmental needs. There is a good range of resources that reflect positive images of cultural differences and disability. Staff also include festivals celebrated by different religions, such as Diwali and Ramadam. This helps children learn about the world they live in and to embrace other religions and culture.

Staff have an excellent rapport with parents. Many parents say how happy they are with the nursery and how all staff make them feel welcome and supported. Parents receive very good information about their children and how they are developing. The nursery also has strong links with the local school and church. During the year they go for visits to the local school to help with the children's transition from home to school, making it as smooth as possible. The staff feel it is important to work with other agencies to provide children with continuity of care.

The quality and standards of the early years provision and outcomes for children

Children really enjoy their time at nursery. They arrive and settle well. Children are learning to make friends and build good relationships with the staff. This helps children become confident in social surroundings. Staff provide a good range of activities to cover the six areas of learning. Most members of staff have a very good knowledge of the Early Years Foundation Stage (EYFS). However, younger members of the team who have just joined the nursery do not have the advantage of such knowledge and experience. This is where the manager and deputy are skilled at supporting their staff and provide training to continue to develop their staff's knowledge and understanding in the EYFS. Staff observe children on a regular basis and use this information to compliment their planning. All planning is clear and concise. They also use differentiation to plan for children who are progressing well and for other children who may need extra support. Children's next steps are identified and keyworkers ensure children's individual needs are included in the planning.

Children have wonderful opportunities to play indoors or outside. They have daily access to a large enclosed garden with a wide variety of toys. Children showed confidence in bouncing on space hoppers and played with musical instruments made from household items. Staff join in with the children and everyone enjoys their time outside. Staff sing spontaneously much to the delight of the children where they sing along and giggle.

Children show good hand and eye co-ordination whilst threading beads and younger children are able to ask for toys in relation to colour and size. Staff change toys at the children's request and children are self motivated to ask for what they would like to play with. Children are always busy and this reflects in their good behaviour. Staff tell me the children do not have time to misbehave they are far too busy having fun and playing. Opportunities for children to use their imagination are available daily. Staff encourage children to stick and paint pictures to take home and some to go on the wall. There is also a home corner where children play "mummy's and daddy's" and staff use open questions to help extend their play.

Children are able to learn a good understanding about the importance of a healthy lifestyle. They have daily access to fresh air and staff ensure they make nutritious snacks for the children to eat. There are posters and children make pictures to help them understand the benefits of a good healthy lifestyle and regular exercise. Children who are unwell do not attend the nursery. Therefore, preventing contamination and cross infection. Children take themselves to the toilet and gentle reminders from staff encourage children to wash their hands, encouraging good hygiene skills at a young age.

Children have access to lap tops, calculators and other resources that help them develop skills for the future. Children can use these when they wish and staff are always available to help and explain what to do with them. Working together in

partnership with their peers helps children become active, curious and inquisitive learners.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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