

# Smarty's Nursery

Inspection report for early years provision

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**Unique reference number** EY392761  
**Inspection date** 23/11/2009  
**Inspector** Victoria Vasiliadis

**Setting address** 120 Elliott Avenue, RUISLIP, Middlesex, HA4 9LZ

**Telephone number** 02084 163 502  
**Email** lionalandruth75@btinternet.com  
**Type of setting** Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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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*.

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## Description of the setting

Smarty's Nursery opened in 2009. The nursery operates from a dance studio in Ruislip in the borough of Hillingdon. The setting is registered on the Early Years Register and is able to care for a maximum of 30 children, with no more than one under two years. Currently there are 27 children on roll, who attend a variety of sessions.

The setting is open between 9.00am and 3.00pm each weekday, term-time only. Children can attend various sessions, these include from 9.00am to 12 noon, or 9.00 to 1.00pm, or 12 noon to 3.00pm or a full day from 9.00am to 3.00pm. There is a safe enclosed area available for outdoor play.

There are four permanent staff who work directly with the children. Of these, three staff hold appropriate early years qualifications, including the manager who holds a level 3 qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The children are making sound progress in their learning and development and they are provided with resources and activities which offer them appropriate challenges and learning opportunities. The setting is not sufficiently managed in relation to ensuring the safety, health and welfare of the children, which is due to the fact that the welfare requirements of the Early Years Foundation Stage are not being effectively implemented. The setting does not self-evaluate their practice, which therefore affects their ability to identify areas for continuous improvement. The setting works well with other professionals involved in the children's development and children benefit from the sound relationships between their parents and the setting, which ensures a consistent approach is adopted.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- maintain records of the information used to assess suitability to demonstrate to Ofsted that checks have been done, including unique reference numbers of CRB Disclosures obtained and the date on which they were obtained (Suitable people) 14/12/2009
- implement effective systems to ensure that practitioners and other people aged 16 or over who 14/12/2009

- are likely to have regular contact with children are suitable to do so (Suitable people)
- maintain a daily record of the children's hours of attendance (Documentation) 14/12/2009
  - ensure that there are appropriate procedures in place in the event of a child going missing (Safeguarding and promoting children's welfare) 14/12/2009
  - ensure the safeguarding children policy includes appropriate procedures to follow in the event of an allegation against a member of staff (Safeguarding and promoting children's welfare) 14/12/2009
  - ensure accurate written records of all medicines administered to children are maintained (Safeguarding and promoting children's welfare) 14/12/2009
  - develop systems to evaluate the effectiveness of the setting to ensure that improvements are identified to ensure that every child's individual needs are identified and met (Organisation) 14/12/2009

To improve the early years provision the registered person should:

- develop the systems for observations and assessments and use the information to identify learning priorities and plan relevant and motivating learning experiences, whilst also involving parents in children's continuous learning.

## **The effectiveness of leadership and management of the early years provision**

Practitioners are well deployed and children are supervised and supported at activities, this ensures that they are cared for in a safe and secure environment. Adults have a sound understanding of child protection issues and are able to recognise the signs and symptoms a child may display if being harmed. However, some of the required records and policies are not in place to ensure the children's safety, health and the efficient management of the setting. For example, the written safeguarding policy does not adequately identify the appropriate procedures that should be followed if an allegation is made against a member of staff; appropriate medication records are not maintained; children's hours of attendance are not recorded and there are no written procedures in place in the event of a child going missing. This has a significant impact on the children's well-being and is a legal requirement.

Practitioners carry out daily visual safety checks on the premises and written risk assessments are in place to ensure children are not exposed to hazards. However, the nursery does not have sufficiently robust systems in place to ensure the suitability of those adults working directly with the children. For example, information about Criminal Records Bureau disclosures are not adequately maintained. Also, the provider was unable to produce records of the information they use to assess the suitability of adults to demonstrate that checks have been

done. This impacts on the children's safety and is a legal requirement. Although the setting has only been in operation for a short time, the provider has not yet developed systems to evaluate the effectiveness of their provision, this has an impact on their ability to maintain continuous improvement.

Children benefit from the sound relationships between their parents and carers and the nursery. The setting ensures that parents provide information about their children's individual needs, including any special educational needs and/or disabilities, cultural needs or linguistic requirements. Practitioners seek information from parents about key words in the child's home language which helps children to feel included and valued. However, as observation and assessment processes are still developing parents are not fully involved in their child's continuous learning and development. The setting works well with other professionals involved in the children's development, this ensures a consistent approach is adopted which in turn benefits the children.

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

The children are making sound progress in their learning and development. They are provided with a well-balanced curriculum which enables them to make choices in their play as they can access resources which are stored in low-level units that are clearly marked with pictures and written words. Children have access to a good range of resources and equipment to challenge and support their development. For example, there is free-flow play between the main room and the indoor physical play area. The planning, observation and assessment systems are not yet fully established to promote children's individual learning. The system for recording children's progress in all six areas of learning is not consistent. The manager/provider recognises the need for the staff to continue to develop their skills in this area and has sought the support of the local authority.

The children's speaking and listening skills are developing well. Children are encouraged to listen to one another and take turns when speaking. Practitioners interactions with the children are positive as they allow the children time to respond in conversations and they encourage children to think for themselves as open-ended questions encourage this. Children are provided with a good range of resources, such as mark making, drawing, stories and writing opportunities which support their literacy skills. For example, one child excitedly used the clipboard with paper to make marks whilst pretending to be a shop keeper.

Children receive praise for their efforts and achievements which encourages their self-esteem. The practitioners have appropriate systems in place to manage children's behaviour and written procedures are in place to support practice which are shared with parents. Children are familiar with the behaviour expectations within the setting. For example, whilst a small group of children played in the home corner one child reminded another that he must share toys. The practitioners have formed positive relationships with the children, which enables them to explore their environment from a secure base. Children are beginning to learn about the wider environment and how to care for it as they are encouraged

to recycle materials within the setting.

Children are beginning to learn about the importance of keeping themselves safe and healthy. Practitioners reminded children to carry and use scissors safely and to use large apparatus and the climbing equipment safely. For example, a child sat in front of the slide and a member of staff talked to her about not sitting in front of it as she will get hurt. Children have access to fresh air on a daily basis as they use the large outdoor area where they play with balls of varying sizes, tricycles and run about freely. They also have opportunities to move to music and thoroughly enjoy pretending to be large giants and small quiet mice.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	4
The capacity of the provision to maintain continuous improvement	4

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	4
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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