

Smarteenies Day Nursery

Inspection report for early years provision

Unique reference number

EY399002

Inspection date

08/02/2010

Inspector

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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*.

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Description of the setting

Smarteenies Nursery was registered in September 2009 and operates from a community centre on a new housing development in the London borough of Greenwich. The premises comprises of a group room, children's bathroom facilities, kitchen, office, staff room, sleep room and adult bathroom facilities. Children have direct access to an enclosed outside play area.

A maximum of 12 children in the early years age group may attend the nursery at any one time. The nursery is open each weekday from 8:00am to 6:00pm for 49 weeks of the year. There are currently 20 children under three years on roll. Children with special educational needs and/or disabilities and children who speak English as an additional language are supported.

The nursery employs six members of staff including the setting's cook. Of these, all nursery staff hold an appropriate early years qualifications. The nursery is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare and development are positively promoted although not all requirements are met. Staff provide a welcoming, friendly, caring and inclusive environment for children and their parents. Activities and learning opportunities for children are planned and children's development and achievements are recorded. Systems are in place to monitor and evaluate the setting, which ensures areas for improvement are identified.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- devise a behaviour management policy 27/02/2010
- ensure register is completed daily and includes children's arrival and departure times 08/02/2010

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

- develop observations and assessments, and ensure these are completed regularly and used to inform the planning of activities, which cover all areas of learning, in order to meet children's individual needs
- ensure that a designated practitioner for behaviour management is identified and is supported in acquiring the skills and up to date knowledge of behaviour management issues.

The effectiveness of leadership and management of the early years provision

Clear recruitment procedures ensure children are cared for by suitably qualified, experienced and vetted staff, which safeguards their welfare. Staff have an understanding of safeguarding procedures and their role and what steps to take if they have concerns about a child. Policies and procedures have been devised and are shared with parents. These policies and procedures work well to ensure the safe management of the setting. Potential hazards are managed due to the conducting of risk assessments, which serve to ensure children's safety. However, the current method of registration does not include children's arrival and departure times.

Staff have knowledge of each child's background and needs, and organise activities and events that enable children to learn about different cultures. Festivals such as Chinese New Year and events such as Red Nose Day are celebrated. Positive relationships have been formed with parents. They are informed daily about their child's day staff and write details about children's care needs, for example, what children have eaten, how long they have slept and which activities children have participated in. Staff have formed links with the local authority early years workers, which ensures the needs of all children are met.

The management team view improvements as important. Systems are in place to evaluate the quality and effectiveness of the provision. Some areas of improvement have already been identified. For example, more resources, toys and equipment have been ordered. Parents' ideas and suggestions are also to be sought with regard to the setting's menus, which will result in a diverse choice of meals which reflects the community.

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

Children are cared for in a welcoming environment. The premises is well maintained and the main play area is bright with displays of children's creative work, alphabet and number posters decorating the walls. Children have access to a variety of play materials, which the staff set up on tables and on brightly coloured rugs.

Most of the staff team have a suitable understanding of the Early Years Foundation Stage (EYFS) framework. The management team are in the process of ensuring that all members of the staff team are able to acquire knowledge and understanding of the EYFS framework.

Each child is assigned a key person whose responsibility it is to ensure observations are completed and that these observations are used to plan for each individual child's next steps in learning. Though a system to track children's progress has been implemented, children's achievements are recorded under each area of learning and their next steps planned for. However, these observations are

not consistently recorded across the staff team to ensure children's individual development needs are planned for.

Babies are able to feel the texture of soft toys on the baby gym. Younger children enjoy exploring different resources and toys. For example, they enjoy investigating, pushing buttons on interactive toys, opening and closing flaps, and working out that one action has an effect on others. Opportunities for children to mark make using crayons are also provided.

Children are learning to adopt healthy lifestyles. As part of their routine children wash their hands before they eat, using liquid soap and paper towels to dry their hands which protects them from the risk of cross infection. After lunch children are assisted in brushing their teeth before settling down for a nap. Staff follow good hygiene procedures. They wear disposable gloves and aprons when changing nappies.

Healthy meals and snacks are prepared by the setting's cook. Children's individual dietary requirements are catered for. At snack time children sit at tables whilst younger children sit in their high chairs. At these times children are supported. Some of the younger children like to hold a spoon whilst they are being fed. Children also enjoy the outdoor play space and have daily opportunities to enhance their physical skills as they pedal tricycles, and manoeuvre push along toys.

Children behave well and receive copious amounts of positive praise from staff. Nevertheless, a behaviour management policy has not been devised. Also a designated practitioner responsible for behaviour management issues has not been identified.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
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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