

Smarty's Nursery

Inspection report for early years provision

Unique reference number EY392761
Inspection date 30/06/2010
Inspector Glenda Pownall / Samantha Hunt

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

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Smarty's Nursery is privately owned. It opened in 2009 and operates from a dance studio. It is in Ruislip in the borough of Hillingdon. A maximum of 30 children in the early years age group may attend the nursery at any one time. The nursery is open each weekday from 9.00am and 3.00pm, 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. All children share access to a secure enclosed outdoor play area.

The setting is registered on the Early Years Register. There are currently 43 children aged from two years on roll in the early years age group. The nursery currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The nursery employs seven staff. The manager and three staff hold appropriate early years qualifications. There are two staff working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

There is a welcoming environment in the nursery. Children and parents are warmly greeted on arrival at the nursery and children's artwork is displayed throughout the nursery. Staff know children well and consequently meet their individual needs. There are generally effective systems in place to support children's progress in their learning and development. A particular strength of the nursery is the access children have to both indoor and outdoor environments. The leadership and management display a commitment to improve. However, there are breaches of requirements with regard to the maintenance of the attendance register and necessary detail is omitted from the safeguarding policy.

What steps need to be taken to improve provision further?

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

- ensure the safeguarding children policy includes the procedure to be followed in the event of an allegation being made against a member of staff (Safeguarding and promoting children's welfare) 21/07/2010
- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (Documentation) 01/07/2010

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

- review the organisation of the circle time activity to ensure it meets the needs and interests of individual children
- request information from parents on children's development and interests outside of the nursery and enable parents to contribute to their child's learning and development record
- develop the planning and assessment systems to show clearly how planned activities support the identified planned next steps in learning for individual children.

The effectiveness of leadership and management of the early years provision

All required documentation for the safe and effective management of the nursery is in place. However, whilst all children are 'ticked' in, the times they arrive are not always recorded. This does not ensure an accurate record is kept of who is caring for children at specific times. Management and staff have a sound knowledge of their responsibilities with regard to the procedures to follow if concerned a child is at risk from abuse. This protects children whilst in their care. Management have a clear understanding of the procedure to follow if an allegation is made against a member of staff. However, whilst the safeguarding policy mentions this procedure it does not give sufficient detail of the actual steps that would be followed. Relevant checks are undertaken and information recorded to ensure that staff are suitable to work with children. There are effective procedures in place to ensure that any staff who commence work prior to the suitability checks being completed are supervised at all times. A record of the risk assessment carried out is in place and a designated safety officer undertakes daily checks. This ensures that children are cared for in a safe environment.

The nursery receives support from the local authority advisor to identify areas for improvement. Staff are able to contribute to the self-evaluation process through regular staff meetings. Since the last inspection most breaches of requirements have been fully met. The management have identified the recommendations made in this report as areas to drive improvement for children. The developments in the self-evaluation process demonstrate a willingness to improve outcomes for children.

The nursery works well with other professionals involved in children's care and development. Although no children currently attend other settings delivering the Early Years Foundation Stage there are procedures in place for effective partnership working to support children's learning and development should the need arise. Parents are happy with the care and education their children receive. They are invited to meetings with their children's key worker each term and exchange information with staff about their children's activities connected to the daily routine each day. Consequently they feel well informed about their children's care and learning in the nursery. The nursery provides parents with useful information before children start in the nursery. For example, the nursery provides parents with a DVD of a typical day in the nursery. All required information and consents are requested from parents. This supports continuity of care for children.

The nursery operates an inclusive admissions policy and makes adjustments to ensure the provision is accessible to all. Visual signs, key words and boards depicting different areas of learning support the inclusion of children and parents with English as an additional language and children with learning difficulties. A good range of resources supports learning in all areas. A recycling bin for paper and also reusing materials in craft activities introduces children to thinking about sustaining the environment.

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

The system for recording children's progress is progressing well. Observations are made from the children's first day in the nursery and these are assessed to plan children's next steps in learning. The learning records are shared with parents but as yet parents are not able to contribute information about what their children can do outside of the nursery to the records. The weekly planning meeting enables staff to ensure that activities are planned that provide challenge and interest for each child. However, the way in which differentiation is referred to on the planning documents makes it difficult to identify links to the planned next steps for individual children.

Staff provide good support to children at activities; they know when to intervene to offer support or direct children's play. Children are provided with a good range of interesting activities to support their learning in all areas. This develops skills for their future learning. Children's literacy skills are developing well. They enjoy drawing letters and attempting to write their names at fun activities, such as shaving foam and sand. Children communicate well with one another and adults. They retell very well events from their own lives, such as family birthdays and holidays.

Some children display good maths skills. They count reliably and recognise numerals from zero to 10. After a good explanation about the implications of the power cut from staff children demonstrate their understanding of the situation by sharing their ideas "we would need a flash light if really dark otherwise we wouldn't see". Children investigate a range of natural resources, such as pine cones, sea shells and pebbles. This develops their awareness of the natural world. Children enthusiastically participate in a range of activities to develop their creative skills. They readily participate in action songs, paint together outside and use the doctors role-play area well to trigger their imaginative play. When invited staff join in and extend their play and introduce words, such as temperature and stethoscope.

Children enjoy their learning and most are eager to participate in a wide range of activities. Children willingly make decisions about which activities to participate in because resources are organised well and are easily accessible. Sessions are generally well organised, however, children who stay for lunch become fidgety as they have nothing constructive to do whilst sitting in the circle time waiting for children going home to be collected. Staff use constructive language when managing children and their behaviour and offer effective praise and

encouragement. As a result, children behave very well. They share resources and join in with group activities. Children develop understanding of the world around them through visitors from the local community and also planned activities that celebrate aspects of their own culture and those of other people.

Children have good opportunities to be active and run around and play in the fresh air as the doors to the outside play area are open for most of the session. They engage in a range of activities that develop skills across all areas of learning. Some children enjoy books for pleasure under the gazebo; others demonstrate good spatial awareness as they manoeuvre the scooters they are riding around their peers. Children work together to organise a world cup game of football and kick the ball to one another with skill. They problem-solve whilst playing football as they recognise the goal is the wrong way up and then direct staff in how to correct this.

Children serve themselves at snack time, selecting from a variety of healthy snacks. They also pour themselves either a drink of milk or water with support from staff. This helps develop awareness of healthy eating and independence skills. Most children are confident in the nursery environment. They readily approach staff for support and happily chat to the inspectors. Children develop understanding of how to keep themselves safe through gentle reminders and explanations from staff.

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	2
The effectiveness with which the setting promotes equality and diversity	2
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

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	3
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

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

