

Smartys Pre-School Nursery

Inspection report for early years provision

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Inspection date

17/06/2010

Inspector

Lisa Parkes

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

Smartys Pre-School Nursery is one of four settings operated by Smartys. It was registered in 2007 and operates from a converted house in Stone, Staffordshire. A maximum of 36 children may attend the nursery at any one time and there are currently 61 children on roll. The nursery is open each weekday from 07.30am to 6.00pm for 52 weeks of the year, with the exception of bank holidays. All children share access to a secure, enclosed outdoor play area.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery serves families and children in the local community and surrounding areas. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs eight members of staff. Of these, seven hold early years qualifications. In addition, two practitioners are employed for domestic duties.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are provided with exceptional levels of care and receive motivating learning experiences expertly matched to their individual needs. Practitioners offer a fully inclusive and welcoming service, supporting all children to actively participate in activities which fully meet their personal interests. The provision is led by a highly motivated and extremely enthusiastic management team who embrace the process of self-evaluation. All practitioners and professionals work successfully together as they share a commitment to offering the best possible experiences to children and their families.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- Opening up further opportunities to involve children in learning which takes them into the local community.

The effectiveness of leadership and management of the early years provision

The safeguarding of children has a high priority and excellent staff supervision ensures that children are continually kept safe. Concise policies, procedures and strategies are in place to safeguard children and to protect their welfare. The provision has established clear management responsibilities in relation to child protection including designating relevant staff. All practitioners know and fully

understand safeguarding children issues and how to implement procedures. Excellent risk assessment procedures are implemented and children play an active role in helping to risk assess the outside play area. Robust arrangements are in place for vetting and recruitment and all safeguarding regulations are fully met.

The staff team is reliable and stable, and there is a strong commitment to ongoing professional development. Practitioners hold high aspirations for the quality of the service provided and enjoy regular opportunities to reflect on their practice, for example, during team meetings. Management systems run smoothly and staff morale is high. Recommendations made at the last inspection have been fully addressed and have had clear benefits to children's experiences at the nursery, for example, plans illustrate how activities are adapted to meet the needs of younger and less able children and extended to offer challenge to older and more able children. The management team strives to improve practice, regularly monitoring and evaluating the quality and standards at the nursery.

Partnerships with other settings are well established and make a strong contribution to children's achievement and well-being. Excellent links exist with the local pre-school and this ensures that transition is as seamless as possible. The nursery dedicates time for getting to know children and their families, fostering lovely relationships and helping to ensure that children settle quickly and feel secure. Partnership with parents is very effective and practitioners provide regular opportunities for parents to become involved in the life of the nursery. Parents willingly share their child's skills and achievements via a display in the entrance area, and children readily bring items of interest from home. All children, parents and visitors to the nursery receive a very warm welcome.

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

Practitioners demonstrate excellent knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. An interesting and well-equipped environment reflects children's backgrounds and the wider community. Precise policies and procedures ensure that children are protected and well-supported. Practitioners are very well-deployed to enhance children's learning and welfare and they are skilled at promoting positive attitudes to learning. High quality planning and organisation ensure that every child is challenged by the learning experiences provided. Activities are matched to the full range of children's needs. As a result, children make strides in their learning.

Children display a strong sense of belonging within the nursery and all appear settled and happy. Their behaviour is exemplary and children demonstrate a superior awareness of responsibility. For example, they independently access toilet facilities, self-register, help themselves to snacks, and tidy away their toys. Children are motivated and share responsibility for decisions. They play and work harmoniously alongside their peers and build strong relationships. Children of all ages explore their surroundings with interest and receive praise from cheerful practitioners. Children know what is expected of them and good quality interaction and well-organised routines help them to become secure and confident. Rules and

expectations are reinforced daily and children know to wear hats during sand play and they voluntarily fetch aprons prior to using the water tray.

Children are involved in learning about the world around them and gain an excellent understanding of healthy lifestyles, for example, they demonstrate an extremely positive attitude towards eating healthily and exercise. Children readily participate in a wide range of physical activities, both indoors and outside such as climbing on tyres, using ride on toys, negotiating obstacle courses and playing with giant dominoes. However, children's involvement with the local community is not as fully exploited as it could be. Nevertheless, the management team talk excitedly about organising trips to the local park, incorporating walks around the local area and inviting members of the local community into the setting to share their expertise. This will enhance children's global development and progress towards the outcomes.

Children of all ages regularly come across new and interesting challenges and learning is lots of fun. Children are exceptionally well-equipped with the skills they need in order to secure future learning. Sensory play is extremely popular and children relish opportunities to explore shaving foam, gloop, spaghetti, lentils and shredded paper. Children adore these tactile experiences and learn new vocabulary as they experiment with new materials and make marks. Children learn about shapes and develop creativity as they handle and manipulate playdough. They take pleasure playing in the sand using buckets and spades, rakes and diggers and cars to create patterns. Water play is popular and children giggle in delight as they capture sea animals in nets. Practitioners are dedicated to their roles and create an interesting and inclusive atmosphere where children thrive.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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