



Smartypants Exclusive Childcare

Inspection report for early years provision

Unique Reference Number	309797
Inspection date	21 April 2006
Inspector	Cynthia Walker
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Registered person	Colette Hewitt
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Smartypants Exclusive Childcare Nursery is privately owned and has been registered since 1999. It is situated in two converted properties in Nelson, close to the town centre and the M65 network.

Children have access to both floors of the premises; this includes, two play areas for children aged from 3 months to 2 years old located on the ground floor, two play areas and a conservatory for children aged from 2 years to 5 years old on the ground

floor, and rooms on the first floor used by the school-aged children and by the funded children aged from 3 to 5 years old. Each area has suitable toilet facilities and is supported by a kitchen and an office. There is access to an outdoor area; this is suitably enclosed and caters for the varying ages of the children attending.

Full day care is provided for a maximum of 25 children from birth to 8 years old. The nursery is open from Monday to Friday, from 08.00 until 17.45 all year apart from Bank Holidays. School age children are part of the registration, attending before and after school and during the school holidays. Currently 36 children attend the nursery throughout the week and attend for a variety of sessions. They are drawn from the local community and wider area. There are 12 children who receive funding for nursery education. The nursery supports children with special needs and children with English as an additional language.

There are five full-time staff and four part-time staff who work directly with the children; of those, eight staff hold appropriate Early Years qualifications and one staff member is working towards a qualification. The nursery receives the support of the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff follow effective procedures and practices, which meet the children's physical, nutritional and health needs. Detailed information from parents on their children's daily routines is used to ensure that they receive effective rest or sleep. Children are developing an appropriate understanding of personal hygiene as they are encouraged to wash hands after toileting and before meals, which is supported by clear explanations from staff, for example, after digging in the garden. Staff respond sensitively to children who are ill by sensitively implementing the nurseries sickness policy.

Children enjoy their food, which includes a wide variety of cooked meals containing a reasonable selection of vegetables. At snack time they are actively encouraged to pour their own drinks and enjoy a good range of fruit supported by breadsticks, crackers or toast. During discussions at snack time children are developing an understanding about why apples and milk are good for you. Children are able to access fresh drinking water independently throughout the day. Dietary needs are discussed with parents and efficiently recorded to ensure that children's individual needs are well met.

Good use of the outdoor area is actively developing children's physical skills. They are accessing a good range of equipment that includes a climbing frame, swings, wheeled toys, slide and balancing equipment, enabling children to become confident in their actions. Older children enjoy experimenting with a Frisbee and developing control of the parachute. Younger children confidently climb the steps when using the slide, manoeuvre the wheeled toys and spontaneously sing as they rock themselves in the see saw.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm and secure environment where most risks are identified and minimised. However, some windows on the first floor do not have restricted opening. Children develop an understanding of how to keep themselves safe through clear explanations on how to play in the outside area and the use of the stairs to the first floor. Staff are ensuring the safety of the younger children whilst not inhibiting their risk taking.

The nursery is welcoming to children with colourful displays in all areas. The play areas are creatively arranged to allow children to move spontaneously and independently around most areas of play and learning. Children access a wide range of resources, which are appropriate to their age and stage of development. Resources are effectively arranged to allow children to make individual decisions about toys that they are going to play with. Links for all resources have been made to both the Birth to three matters framework and the Foundation Stage and are clearly displayed within the nursery.

Children's welfare is well promoted by the staff's secure understanding of child protection procedures, which are in line with the local Safeguarding Children Board.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in nursery and arrive happy and eager to participate. Younger children are making good progress because the nursery is effectively developing their understanding of the needs of children under three years old. Detailed planning is in place linked to the Birth to three matters framework and photographic observations are being used to directly inform future planning.

Children acquire new knowledge and skills as they join in a wide range of stimulating and appropriate activities. For example, showing delight in sensory experiences as they explore the sand or examine sequined scarves that they then use to wrap bricks up like presents. Children's early communication skills are well supported by staff responding and repeating simple words. They are gaining control of their bodies as young children are actively encouraged to practice walking around the playroom. Children are being creative as they enjoy finger painting and then extending this by carefully selecting the individual glittery shapes and gluing them carefully onto their pictures. School aged children explained that they enjoy coming to the nursery to meet their friends and to play outside. They enthusiastically use the equipment in the outdoor area playing football, swinging and riding the wheeled toys.

Nursery Education.

The quality of teaching and learning is good. Children make good progress because staff have a secure understanding of the early learning goals. They plan a good range of interesting activities, which support all areas of learning and includes

adaptations for different levels of ability. Information on children's assessments is shared with staff as children progress through nursery and this gives staff a good insight into children's starting points. Children's assessment records include their next steps for learning, however, this information is not formally transferred to inform future planning. The staff's use of skilful questioning and sensitive support effectively stimulates children's learning.

Children have a positive attitude to learning and are interested in the range of activities provided. They concentrate well as they participate in board games or whilst sorting bears. Children are confident communicators as they initiate interactions with both adults and children using language to negotiate the use of the computer, and use good descriptive language as they experiment with soapy sand. All children use marks within play as they make shopping lists or appointment cards for the hairdressers, with some children able to write the initial letter of their names. Children enthusiastically dig the garden area in preparation for a selection of plants and vegetables and show great delight as they find and examine a baby worm and baby spider. Skilful use of scissors to cut string for their pictures and pouring their own drinks at snack time effectively develops children's hand-eye coordination. Children have established constructive relationships and are beginning to distinguish between right and wrong. They demonstrate sensitivity to others as they share their drink at snack time and as they play alongside younger children.

Helping children make a positive contribution

The provision is good.

The behaviour is good. Children respond to the clear and sensitive explanations from staff and have a good understanding of the behaviour codes of the nursery particularly when moving around the nursery. Staff have realistic expectations of younger children, which is helping them to understand the boundaries of behaviour within the setting. Children play harmoniously together working cooperatively together at activities, such as the dolls house and take turns whilst playing with the computer. Younger children are developing self-assurance from close and effective relationships with staff.

Children are developing a positive attitude to others through the provision of a good range of resources, activities and by parents being actively encouraged to share their traditions and cultures within the nursery. They have opportunities to learn about their own community through planned visits and outings. Staff work closely with parents to establish children's individual needs which are clearly recorded and implemented. The provision fosters children's spiritual, moral, social and cultural development appropriately.

Partnership with parents is good. Parents are actively welcomed into the nursery and receive effective information through the detailed prospectus, newsletters and notice-boards. Detailed information sheets are sent home for all the children, highlighting activities that their children have been involved in and includes distinct links to the Foundation Stage for the older children. An addition to the information sheet gives parents ideas on how they can be involved in their children's learning.

Key-workers communicate regularly with parents to seek their views and all parents are asked to complete 'I can do' booklets. The provider takes positive steps to ensure that parents are informed about the relevant policies and procedures.

Organisation

The organisation is satisfactory.

Most required documentation that contributes to children's health, safety and well-being is in place. This is supported by policies and procedures, which are reflected in daily practice. Although there are procedures in place for staff recruitment, this does not reflect the guidance to the national standards and staff records have not been developed fully. There is a written complaints procedure in place, however, this does not reflect the new guidance and there is no system to keep a record of complaints in place. Space within the nursery is well organised and creatively set out, and is supported by good outdoor facilities, which enhances the play opportunities for children.

Leadership and management is good. Staff work as a committed and supportive team. Regular staff meetings and communication between staff ensure that consistency is maintained in improving outcomes for children. There is a positive attitude to training with most of the staff holding appropriate childcare qualifications and an annual appraisal system ensures attendance at a variety of short courses to support the care and learning of children. Detailed induction procedures are in place to establish staff's understanding of their roles and responsibilities. The nursery liaises with advisors from the local authority to improve the quality of education they are providing for children.

Overall the provision meets the needs of the children attending.

Improvements since the last inspection

At the last inspection the nursery was given two recommendations relating to the Special Needs Policy and procedures relating to staff records and the operational plan.

The nursery is supporting children's individual needs by reviewing the Special Needs policy to incorporate new legislation. Children's welfare, care and learning of children is being maintained in most areas by the introduction of a standards file ,however, work is still being completed on the files for staff and will be raised as a recommendation at this inspection.

Complaints since the last inspection

There have been no complaints since last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those

made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the windows on the first floor are safe or inaccessible to children
- implement a rigorous recruitment procedure which include detailed staff records and review the complaints procedure in line with the new legislation.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- establish formal procedures for assessment details on children's next steps for learning to be used to inform future planning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk