



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY152795

DfES Number: 533500

INSPECTION DETAILS

Inspection Date	03/06/2004
Inspector Name	Susan Rogers

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Little Smarties Academy
Setting Address	Rocky Lane Great Barr Birmingham B42 1NG

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name	Tasmia Khan and Salma Brown
Address	363 Rocky Lane Great Barr Birmingham West Midlands B42 1NG

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Little Smarties Academy opened in 2001. It operates from a converted and extended semi detached house in the Great Barr area of Birmingham. The nursery serves the local areas of Perry Barr and Great Barr .

There are currently 33 children from two to five years on roll. This includes eleven funded three-year-olds and six funded four-year-olds. Children attend for a variety of sessions. The setting currently supports children with special needs, and who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 08:00 until 18:00.

Six full time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Little Smarties Academy offers good quality care for children. All staff having unsupervised contact with children are cleared and there are effective procedures for the appointment of new staff. Premises are well maintained and welcoming to both children and adults. The daily programme is well organised and ensures that there are specific areas for each activity. There is an effective key worker system. Equipment is of a good quality and sufficient quantity for the children attending, and is used in varied ways providing a wide range of activities. Documentation is well presented and children's details are stored securely.

Staff supervise children well and are vigilant of their safety; access to the setting is monitored although there are currently no formal health and safety assessments.

Most of the routines are effective in ensuring that infections are minimised. Most of the staff are first aid qualified and on hand to administer first aid if necessary. Meals are nutritious and provided for children regularly throughout the day. Children have access to regular drinking water at all times of the day. Staff are well informed of children's different dietary needs. Staff are aware of the child protection procedures.

Staff work alongside children ensuring children are comfortable with the pace of the sessions. Children are happy and well stimulated and staff spend significant periods of time talking to the children. Staff have a good understanding of how the wide range of equipment and toys provided are used to provide children with positive images of society. Children with special needs enjoy effective inclusion in all of the activities. Children mostly behave well and staff are effective in managing more challenging behaviour.

Partnership with parents is effective. Exchanges of information between parents and staff are relaxed and informative and daily diaries are maintained for the younger children to maintain effective home nursery links.

What has improved since the last inspection?

Not applicable as this is the first inspection.

What is being done well?

- Children with special needs enjoy effective inclusion in all of the activities. Staff effectively implement links with outside agencies to ensure the children with special needs have the best support that will assist with their developmental needs.
- Children mostly behave well and are considerate and kind to one another.
- Staff are very effective in managing more challenging behaviour with techniques that are sensitive to the needs and understanding of the child and in keeping with nursery procedures and policies.
- Exchanges of information between parents and staff are relaxed and informative. Daily diaries are maintained for the younger children to maintain effective home nursery links. Parents' opinions are regularly sought at parent's evenings and through questionnaires.

What needs to be improved?

- hygiene routines in respect of the communal towel used in the children's bathrooms.
- health and safety risk assessments.

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<p><i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i></p> <p><i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i></p>

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Little Smarties Academy offers day care where children are making generally good progress towards the early learning goals. Children are making very good progress in the areas of personal social and emotional development, knowledge and understanding of the world, physical and creative development.

The quality of teaching is generally good. Creative story telling techniques are used that stimulates children's imagination. Staff incorporate several of the stepping-stones within each of the sessions and activities are interesting and provoke effective enthusiasm from the children. Children with special needs are included in all aspects of the curriculum and reasonable adjustment have been made to ensure all children can access all activities. Children's assessments are plotted against the stepping-stones and staff are at the preliminary stages of recording children's achievements through observational assessments. Consequently children's achievements do not fully inform the planning.

Leadership and management are generally good. The manager has overall childcare responsibility and is well supported by the registered person who ensure that appropriate resources are made available to improve and extend the service offered by the nursery. Consequently the nursery is well resourced with good quality equipment. The staff are well supported in their training needs and enjoy regular appraisals on their progress and performance.

Partnership with parents is very good. Parents are informed of their child's achievements through photographic evidence that contributes to the children's assessments. They are well informed of the early learning goals and stepping stones through well placed wall displays and children's assessments. Regular open days and parents evenings are offered and parent's views are actively sought. There is a designated information board for parents and effective exchanges of information between parents and staff.

What is being done well?

- Children who have special needs enjoy an inclusive programme. Staff are skilled at working alongside other agencies to provide the best care for children and actively contribute to the child's individual education plan.
- The programme for physical development is very good the staff utilise the top start programme that provides children with challenging activities that enhance their balance and co-ordination.
- Children's personal social and emotional maturity is encouraged. They are confident well motivated and are able to concentrate on given tasks for significant periods of time.

What needs to be improved?
<ul style="list-style-type: none">● observational assessments of children.● planning to ensure that it is well informed by children's assessments.● children understanding of number comparison in preparation for their understanding of the concept of calculation.● opportunities for children to recognise initial letter sounds.

What has improved since the last inspection?
Not applicable as this is the first inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are considerate of each other's feelings and are beginning to form friendships with each other and approach new activities with enthusiasm. They are considerate of each other's individual needs are aware of the potential dangers in society. Children understand that there is an accepted code of practice in that they need to take turns and give each other opportunities. They are able to organise their own resources and are confident in their own personal independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen attentively to stories and use a narrative vocabulary to provide descriptions. They are able to communicate effectively with both adults and children. They enjoy many activities that help them understand that there is a purpose to text. Most of the children can recognise their names and some of the more able children are able to write recognisable letters and are able to write their names. Opportunities for children to explore initial letter sounds are not fully exploited.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can count from 1-20 and are able to use this to good effect to resolve practical issues in their play and understand that there is a purpose to number. They are able to recognise numerals and use mathematical language to explain volume, position and quantity. They are able to create patterns through sorting and matching. There are missed opportunities for the more able children to use mathematical language to compare numbers that would help them understand the concept of calculation.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are confident in asking questions that will further their knowledge and are able to understand what creates change. Children are skilled in using technology in their everyday play. They are skilled in using a variety of construction materials to create complex three-dimensional objects. They are able to compare their lives at home with that of others and understand aspects of their environment. Children are aware that different times of the day have particular significance.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children are well co-ordinated and are able to accommodate each other's need for personal space. They are well controlled when using a variety of small equipment in organised games sessions and have the opportunity to use larger equipment. Children have an understanding of healthy eating, and appreciate that they can affect their own health through what they eat. They show effective dexterity when using construction, writing and painting materials.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children enjoy and are able to sing songs from memory and match dance and co-ordinated movements to music. They are confident in using a variety of percussion instruments and can accompany music being able to match the beat. They are skilled at creating images of their own choosing using pens and paints, and are able to recreate images that are linked to activities completed in nursery. Children are skilled and confident in describing what they see hear and feel.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Provide more observational assessments of children and ensure that this informs the planning.
- Increase staff's knowledge of how to use everyday activities and routines to help children understand how they can compare number in preparation for their understanding of the concept of calculation.
- Provide more opportunities for children to recognise initial letter sounds during organised activities.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.