

Smarty Pants Private Day Nursery Ltd

Inspection report for early years provision

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Inspector Jasvinder Kaur

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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

Smarty Pants Private Day Nursery Ltd opened as a limited company in 2007 and is the sister nursery to Lola-belle's Day Nursery. It operates from four rooms in a detached property in Tipton. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register. A maximum of 34 children may attend at any one time, of whom no more than 14 may be under two years. Currently there are 59 children on roll from four months to four years. Of these, 12 children receive funding for early education. Children attend a variety of sessions. The nursery is open from 7.30am to 6.00pm all year round. The nursery currently supports a number of children who speak English as an additional language. Children can be transported to and from local schools.

The nursery employs 11 members of staff. Eight staff hold early years qualifications to level 3 or 4. Three staff are working towards a level 3 qualification and four are working towards a foundation degree. There is also a student on work placement. The setting receives support from a local authority mentor teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery is highly committed to working in partnership with parents and other providers and organisations to promote learning and well-being for the children attending. Commitment to continuous improvement of the resources and the accommodation is the key strength. The schedule of training helps most staff develop their professional skills, which leads to better outcomes for children. Regular self-evaluation by the proprietor, managers, staff and parents makes sure that priorities for development are identified and acted on to promote good quality education and most aspects of care.

What steps need to be taken to improve provision further?

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

- ensure that all staff are able to implement the safeguarding children policy and procedures appropriately
- consistently implement the arrangements to verify the identity of any visitors, record their names, the purpose of the visit, and details of arrival and departure times
- support staff in developing their knowledge and understanding of behaviour management.

The effectiveness of leadership and management of the early years provision

Most of the staff members, including the managers, demonstrate a very clear understanding of their responsibility to report any concerns to the Local Safeguarding Children Board. However, some staff are insecure in their knowledge of implementing the safeguarding children policy and procedure appropriately. A fingerprint system is installed to maintain the security of premises. There are arrangements in place for monitoring visitors to the premises, though these are not consistently implemented. These factors potentially put children at risk. Nevertheless, systematic recruitment and vetting procedures are in place for ensuring that children are cared for by staff who are qualified and have completed appropriate checks. To eliminate hazards, a detailed risk assessment and daily safety checks are carried out in all areas and for projected outings. Children adopt safe and responsible practices through visits from a fire officer and police officer and regular input from staff. Staff take effective steps to promote children's good health and well-being, including those to prevent the spread of infection.

Evaluation of the setting includes listening carefully to the views of children, parents and staff and ongoing support from the local authority. Although staff attend a wide range of relevant training courses, not all are supported in developing their knowledge and understanding of behaviour management. This means children's welfare is not fully promoted. The recommendations raised during the previous visit have been met successfully. The active involvement of parents is encouraged through a comprehensive welcome pack, questionnaires and newsletters. There is a 'home learning treasure box' for taking home so that parents can be actively involved and can extend children's learning through play. An open-door policy encourages parents to convey their views and preferences as and when they wish. They are kept well informed about their children's achievements and development through regular verbal feedback and six monthly parents' evenings.

The partnerships with other organisations and providers delivering the Early Years Foundation Stage are well-established in respect of promoting the continuity of children's learning, development and well-being. For instance, trips are arranged to any new schools for children who are ready to leave the nursery, and progress summaries are shared every three months for those who also attend other settings. The nursery actively promotes equality and diversity. Staff receive relevant training and are aware of the Code of Practice in respect of children with special educational needs and/or disabilities. All children have their welfare needs met and achieve irrespective of their abilities or backgrounds. Bilingual staff and displays in various languages reinforce children's self-esteem. An extensive selection of materials is available depicting positive images of diversity to help children understand and respect the values of others. Staff organise themed activities to promote awareness and encourage children to take an active part in associated artwork for displays and to celebrate different festivals all through the year.

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

Children are well motivated and they are interested in the broad range of activities, taking responsibility for choosing what they do. Consequently, they make good progress across all areas of learning and development. A variety of toys and equipment helps young children to gain skills in movement and to explore sensory experiences independently. They benefit from an effective key person system, show a sense of trust and build positive relationships with staff. All staff contribute to planning purposeful play and a good balance of adult-led and child-initiated activities. Their observation skills are effective in assessing the progress children make and planning their next steps in learning.

Children use imagination and express thoughts whilst using a good range of art materials to develop their creative skills. They produce their own artwork alongside more structured art activities for the purposes of themed pieces or a wall display, including Valentine's cards, lanterns and dragons. A range of sensory experiences, for instance hand and foot printing, and the use of pasta, jelly, shaving foam, natural materials, water and sand, encourages children's talents.

Children develop understanding of numbers and shapes through daily routines and during play such as matching and sorting shapes and colours, singing number rhymes and counting. They expand their simple calculation skills and learn about differences in size and pattern during daily activities, role play and categorising toys according to size and colour. Young children develop awareness of shape, form and textures in response to people and objects in their environment.

A selection of resources and good opportunities are provided for children to familiarise themselves with information and communication technology including the use of a computer. First-hand experiences, such as growing flowers and pumpkins, observing chicks hatching from eggs and feeding and holding them, enhance children's knowledge of the natural world. Children talk freely with peers, staff and visitors. They share their experiences and ideas during group activities such as story and singing sessions and cooking activities. For example, 'my mum says we put cake in the oven for 10 minutes.' Ample opportunities and a wide range of reading, writing and mark-making materials extend children's communication skills.

Children's health and well-being is a priority, as the staff emphasise benefits of outdoor play and indoor physical activities on a daily basis. Access to the outdoor play spaces provides a balanced and broad range of opportunities in the six areas of learning. Children show increasing control in handling tools, objects, construction sets and malleable materials. They understand the importance of basic personal hygiene and stand in a queue enthusiastically to wash their hands before they eat or to brush their teeth after they have eaten their lunch. Staff promote their health awareness by talking to children and reading relevant stories to them like 'At the dentist'. There is a sociable and relaxed atmosphere at mealtimes, and all enjoy freshly cooked, healthy and nutritious meals. Drinks are readily accessible throughout the day.

Children play happily in a friendly environment, taking part in self-chosen activities. They confidently make decisions in selecting resources and develop a sense of responsibility, as they are keen to assist staff in tidying-up and spontaneously offer help to give out plates and forks to peers at lunch time. Good organisation of equipment and toys provides inclusive practice and enables children to use the resources imaginatively and follow their natural curiosity as learners. The majority are well behaved and have a good awareness of right and wrong, responding positively to directions from most 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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

The quality of the provision in the Early Years Foundation Stage	2
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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	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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