

Smart Start Day Nursery Ltd

Inspection report for early years provision

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06/06/2011

Inspector

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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

Smart Start Day Nursery opened in 2004. It operates from two separate ground floor units located within a retail complex in Sutton Coldfield. One unit provides facilities for babies under two years of age and the second unit provides facilities for children from two to five years. There is access to a fully enclosed outdoor play area. The nursery serves the local and surrounding areas.

The nursery is registered by Ofsted on the Early Years Register. The nursery opens five days a week all year round, except for statutory bank holidays and one week at Christmas. Sessions are from 8am until 6pm. A maximum of 58 children may attend the nursery at any one time. There are currently 74 children on roll who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds and supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs 21 members of staff, including a cook, two assistant cooks and an accounts manager. All staff working with children are qualified to at least Level 3. One member of staff holds a Foundation Degree in Early Years and another is working towards this qualification. The nursery receives support from the local authority and is a member of the Preschool Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress and benefit from inclusive attitudes and the wide variety of interesting and stimulating experiences that are available to them. Staff members have forged good relationships with parents and other professionals and most information is shared effectively. Consequently, there is a shared understanding and continuity about children's needs. Generally, resources, including staff, premises and equipment, are used effectively and documentation is, on the whole, well maintained. Reflective practice is ongoing at all levels and the nursery demonstrates a strong capacity for improvement.

What steps need to be taken to improve provision further?

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

- obtain written parental permission to seek any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare). 13/06/2011

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

- develop the outdoor environment to improve opportunities for doing things in different ways and on different scales than when indoors and to offer children more freedom to explore, use their senses, and be physically active and exuberant
- improve records of children's learning and development and develop strategies that encourage parents to contribute to their children's learning and development record.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. Staff are vigilant with regards to safety. Comprehensive risk assessment procedures and records ensure that potential risks to both adults and children in the setting are effectively identified and minimised. Staff demonstrate a good knowledge of child protection issues. They are fully aware of their roles and responsibilities in this respect and know who to contact should they have concerns. Robust recruitment and vetting procedures ensure that all adults looking after children, or having unsupervised access to them, are suitable to do so. Documentation to ensure the safe and efficient management of the setting is generally maintained well. The nursery has obtained extensive information from parents relating to their children's health and individual needs and most staff hold a current first aid certificate. However, children's welfare is potentially compromised because the nursery is not meeting a legal requirement to obtain written parental permission to seek any necessary emergency medical advice or treatment.

The leadership and management of the nursery is strong. The owners and their management team consistently communicate high expectations to staff about securing improvement. The personal and professional development of all staff is actively encouraged and there are clear systems in place to monitor the provision. The management team show a good appreciation of the setting's strengths and areas to improve. The recommendations raised at the setting's last inspection have been fully addressed. Consequently, outcomes for children are constantly improving.

The nursery environment is warm and welcoming and it is conducive to learning and having fun. Children enter the setting with confidence and are keen to participate in the experiences available to them. Their independence is fostered well, because a large selection of resources are thoughtfully stored in places that they can easily access. They are encouraged to make choices and tidy away after their play and this fosters responsibility and teaches children to treat resources with care and respect. Displays around the nursery of children's work help to create a welcoming and attractive environment and add to children's self-esteem.

Partnerships with parents and others are fostered well. Regular two-way communication ensures that important information regarding individual children is appropriately shared. Written policies are shared with parents and a wealth of useful information is displayed around the setting and shared verbally and through

the nursery website. Inclusive practice is evident and staff work hard to ensure that children's individual needs are known and met. Good systems are in place to support children with special educational needs and/or disabilities and those who speak English as an additional language. Positive images of diversity are evident throughout the nursery and staff carefully consider the needs of individuals and groups of children when planning and implementing activities.

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

Children are happy and having lots of fun. They are making good overall progress and demonstrate a strong desire to learn and participate in the experiences available to them. Staff skilfully help to prepare children for future life by increasing their language and communication skills and their ability to problem solve and use technology. Counting and colour recognition is encouraged through everyday experiences and there are lots of quality resources that help children to understand about technology and how it is used. Children regularly explore and investigate using all of their senses. For example, on the day of the inspection some children were using their hands to explore trays filled with jelly, ice and water. Younger children have access to 'Treasure Baskets' that contain an array of natural materials and all children regularly use the sensory room located in the baby unit.

Staff know individual children well and talk to older children about what they would like to do and whether they have enjoyed the experiences provided. They observe children on a regular basis and thoughtfully use what they see and know to help assess each child's progress and to plan for the next steps in their learning. Information is gathered from parents when their children start at the nursery and this helps staff to plan around their needs and interests. Each child has a learning and development record known as a 'Learning Journey' and these contain some examples of children's work, photographs and their observation and assessment records. Keyworkers maintain these and they help to build up a picture of each child's progress over time. Parents are told that they can view these at any time and some do so. However, some records are not up to date and there are inconsistencies in the way that the records are being completed. For example, some staff record and present information more effectively than others. Also, strategies that encourage parents to contribute to the 'Learning Journeys' have not been fully explored. Consequently, the ability of staff and parents to help children achieve their full potential is somewhat reduced.

Children are provided with a variety of experiences that excite and interest them and an atmosphere that is warm and welcoming. Resources positively reflect children's cultural and linguistic identity and staff help children to learn about the wider world in meaningful ways. For example, a wide range of religious and cultural festivals are thoughtfully explored through stories, role play, food tasting and creative activities. Several family members have come into the nursery to share their knowledge and experiences and these events help to increase children's self-esteem and enhance their learning.

Children are at ease with staff and this demonstrates how they feel safe and secure in the nursery. They go to them for comfort, reassurance and support and older children happily chat to staff about things that are of interest to them. Staff show children that their comments are valued by listening and asking questions. On the whole, children behave really well and this is because staff provide them with excellent role models and routinely encourage good manners and care and consideration for others. Children's good behaviour, effort and achievement is promptly acknowledged and rewarded.

Children's welfare is enhanced because positive steps are taken by the setting to promote their good health and well-being. They engage in lots of physical activity and hygiene routines are routinely reinforced through discussion and everyday practice. Meals and snacks are healthy and nutritious and accurately reflect children's dietary needs and preferences. However, children's physical development and general learning and welfare are somewhat impeded because the outdoor play area is not effectively resourced or utilised. Improvements have been made as a result of a recent grant awarded to the setting and the owners and staff are very keen to develop it further. There are already plans in place and these include the addition of artificial grass and canopies and these will improve children's access to the outside environment in a variety of weather conditions.

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	2
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	2
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	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	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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