

Smarteez Neighbourhood Nursery

Inspection report for early years provision

Unique reference number 219214
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Inspector Sheila Harrison

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Type of setting Childcare - Non-Domestic

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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

Smarteez Neighbourhood Nursery is run by Goldington family Centre and registered in 2003. The provision operates from a self-contained building located within the grounds of Goldington Family Centre, Goldington, Bedford. There is a fully enclosed area available for outdoor play.

The provision serves the local and wider community of Bedford. The setting opens from Monday to Friday for the whole year. Sessions are from 8am to 6pm. Children are able to attend for a variety of sessions. A maximum of 63 children may attend the setting at any one time. There are currently 79 children attending who are within the Early Years Foundation Stage. The setting provides funded early education for three and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs 14 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 and nine at level 3. Three staff are working towards a level 3 qualification and one member of staff is working towards a level 4 qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and make very good progress in their learning. Their individual needs are met as parents are kept very well informed of their child's progress, and the setting's highly effective partnerships between other professionals enables children and families to have full involvement in the local children's centre. The leadership and management team have an outstanding capacity to make continuous improvements and sustain existing high standards. They work well with other professionals to gain an accurate understanding of the strengths and weaknesses of the provision and take effective steps to improve it. Secure arrangements exist to ensure the health and safety of the children.

What steps need to be taken to improve provision further?

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

- review the routines to ensure that every child receives a challenging learning experience that is tailored to support and extend their play with regard to meal times and large group times
- enhance the observations and assessments to identify learning priorities and match these observations to the expectations of the early learning goals.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are strong, regularly reviewed and carefully managed. All the records required for safe and efficient management of the early years provision and to meet children's needs are maintained and effective. The suitability and qualifications of all adults looking after children are ensured, with robust recruitment processes and secure induction procedures. Effective processes are in place for identifying and supporting any child at risk of harm. Staff have undertaken training in delivering uncomfortable situations, which included being aware of the difficult conversations they may need to have with parents and other professionals.

Children clearly benefit and thrive as a result of the excellent use of resources, including effective deployment of staff. However, some routines leave children waiting and not fully engaged in their learning. The environment is conducive to learning. It is managed very well and carefully looked after. The accommodation is well suited to its purpose. Furniture, equipment and resources are of high quality and suitable for the ages of children to support their learning and development.

Staff have an exceptional knowledge of each child's backgrounds and needs. They undertake home visits to gain valuable information on the children's interests and families. The key worker scheme ensures children develop a secure sense of belonging. Children's home language is successfully brought into their play and learning. Staff are successful in closing the gaps in children's learning although not all the observations and assessments fully acknowledge all the starting points and plans for the next steps in children's learning.

Leaders and managers are exceptionally successful in inspiring the staff team to secure improvement. Staff have introduced a 'communication box' and this good practice is disseminated through an article in a professional childcare and education magazine. Plans for the future are skilfully targeted to bring about further development of the provision and outcomes for children. There is a common sense of purpose between adults who work exceptionally well together to ensure that all groups of children have the opportunity to achieve as much as they can. Morale is very high and belief in the setting's success runs through all levels of staff.

An effective working partnership with other professionals ensures every child receives high levels of support at an early stage. There is a valuable two-way flow of information with staff in other specialist settings to ensure children's interests and abilities are acknowledged and individual plans are in place and effective. The highly inclusive systems of communication with other professionals ensures that there are consistent and productive partnerships with parents and carers.

The setting has a highly positive relationship with all groups of parents and carers. Staff talk to the parents and carers on a daily basis and any queries are quickly dealt with. They welcome parents into the setting to view their child's development and assessment folder at any time. The setting offers tailored guidance and

information on precise ways parents and carers can support children's learning, with close links to the family centre. The setting is part of a key reward scheme that encourages good parenting skills. Parents' talents are recognised and fully valued. Children greatly enjoy their parents visiting to read a story in their home language. During a recent theme on language, parents shared their version of traditional tales remembered from their childhood.

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

Children make very good progress given their starting points and capabilities. They are motivated and interested in a broad range of activities indoors and outside. Staff have a very good understanding of the Early Years Foundation Stage and most planned activities are linked to the children's interest. Staff ensure a battery-operated toy is easily available for a baby that finds it fascinating and this is extending the child's ability to concentrate.

Staff are diligent in supporting learning through conversation and questioning that helps to develop and extend communication skills. They eagerly discuss their names and ages as they write their letters to 'Santa'. They count the letters and add the number in each pile. Older children build the foundations for literacy through the home-nursery library scheme. They have frequent opportunities to enjoy a wide range of books, songs and stories, although some circle times are less engaging and, potentially, children's concentration skills are discouraged. Babies are tenderly supervised by caring staff who constantly talk to them to stimulate their language and understanding. They are content, happy and confident, although the organisation of the seating at mealtimes does not fully ensure children in high chairs are fully included within the group.

Children are well supported to develop the habits and behaviour appropriate to good learners. They are welcomed each session with a song, giving their names and inviting them to reply. They are given information on the activities available to choose from and given safety information on informing the staff if water is spilt. Children are encouraged to help tidy up. Staff are observant and they sensitively intervene to help the young children share and to take turns. Young children and babies are learning about the world about them as staff have made a book of very positive images of people of all cultures and some disabilities achieving and enjoying themselves. Staff report that this book is a great favourite with the children and is in constant use. Older children discover festivals of their friends and others as staff use their knowledge and skills of their own culture to introduce the celebrations to the children.

Children learn to keep themselves safe without having to stop taking reasonable risks as they enjoy climbing the fruit tree that grows within the garden. Older children help the staff do the daily safety checks before going outside. Staff encourage them to adopt responsible practices, such as, moving carefully around the premises. They participate in regular fire drills and therefore learn how to stay safe in an emergency.

Children's health is well promoted. They have a growing awareness of good

hygiene routines. The setting has a healthy eating award and children enjoy particularly healthy and nutritious foods which are all freshly prepared in the setting. Children take part in planting and growing vegetables and they enjoying picking the apples and pears from the fruit trees. This encourages them to try new tastes and explore the links between food and healthy development.

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	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	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	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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met