

Smarties Private Day Nursery Limited

Inspection report for early years provision

Unique reference number	EY345518
Inspection date	28/11/2011
Inspector	Debra Davey
Setting address	205 Nottingham Road, MANSFIELD, Nottinghamshire, NG18 4AA
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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

Smarties Private Day Nursery Limited was registered in 2007. The nursery operates from converted domestic premises in Mansfield, Nottinghamshire. There is an enclosed outdoor play area. The nursery serves the local and wider community. It is accessible to all children.

The nursery opens Monday to Friday, 50 weeks a year, from 7.30am to 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children may attend the nursery at any one time, all of whom may be in the early years age range. There are currently 62 children attending who are within this age range. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 10 members of childcare staff, all of whom hold appropriate childcare qualifications. One member of staff holds Qualified Teacher Status and Early Years Professional Status. One other member of staff also holds Qualified Teacher Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Smarties Private Day Nursery is highly effective in promoting successful outcomes for children. Excellent planning systems ensure that all children make rapid progress towards the early learning goals, given their starting points and capabilities. All children and families are valued in this welcoming setting. Staff use their knowledge and expertise exceptionally well to ensure that all children benefit from the exciting range of activities. Consistent self-evaluation methods have a significant impact on the high quality of care provided, with all staff, children and families contributing to ideas for continuous improvement. As a result, children thrive in a vibrant, caring and stimulating environment.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- increasing continual access to flexible resources that can be used in many different ways to facilitate children's play and exploration.

The effectiveness of leadership and management of the early years provision

Policies and procedures relating to the safeguarding of children are rigorous and effective. They are clearly understood and implemented by staff who have an excellent knowledge of the signs and symptoms of abuse and fully understand the procedures for referral. There are robust procedures in place to ensure adults caring for children are suitably qualified, experienced, inducted and kept up to date. All records, policies and procedures required for the safe and efficient management of the service and to meet the needs of children are in place and regularly reviewed. A well-motivated staff team give good priority to keeping children safe. They take prompt action to manage or eliminate risks within the environment and through conducting effective written risk assessments of the indoors and outdoors. Risk assessments are robust and in place for every aspect of the nursery. The staff make good use of space within the provision and use resources effectively.

The provider has exceptionally high aspirations for children's care and well-being, taking positive action to monitor and evaluate the quality of the provision. This ensures that staff are able to identify and implement steps to bring about successful improvements to the provision. Staff, parents and children are regularly consulted and their opinions valued through a methodical and continual self-assessment system. As a consequence, the needs of all children and families are enhanced significantly.

The nursery has exceptional partnerships with its parents and carers. Staff dedicate time getting to know children and their families. This is achieved through the very effective implementation of the key person system and informal discussion each day. Consequently, meaningful relationships are fostered which ensure children settle well and feel secure. Parents are kept up to date about their children's achievements and progress, and are encouraged to share what they know about their child through home link books. Regular consultations and information evenings strengthen the link between home and the nursery and contribute significantly to children's learning. The nursery has developed exceptional links with other providers and local schools. As a result, children's welfare and development are enhanced considerably as they experience continuity in their learning and smooth transitions into school.

Adults are very effective in ensuring that all children are valued and their contributions acknowledged. Children with special educational needs and/or disabilities are welcomed and their individual needs are met through close liaison with other agencies. The management closely monitor the progress and learning of all groups and individuals to ensure there are no gaps in provision or achievements. There are highly effective systems in place to meet children's needs for additional support; they are identified as early as possible through sharing information and working with parents, other professionals and appropriate agencies.

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

All rooms, equipment and resources are maintained to a high standard. Adults meticulously support children in their learning and development and create a vibrant environment so that children are able to play and explore. Rooms are colourful and inviting, with examples of children's work imaginatively exhibited in three-dimensional displays. Resources are wide ranging and extensive both indoors and outdoors. Children can engage in a wealth of activities to stimulate their imagination. Flexible resources are available but are not always continually accessible in order for children's creativity to be maximised.

Children make excellent progress towards the early learning goals in all areas of learning, in relation to their starting points and capabilities. They enjoy being outdoors and have wonderful opportunities to take part in physical exercise. As a result, they are gaining an excellent understanding of its importance as part of a healthy lifestyle. They climb and negotiate the equipment in the stretch and challenge area, developing their larger muscle groups. They engage in group time where they retell the story of the Three Little Pigs and confidently predict different endings. Their communication and skills for the future are enhanced considerably as they independently access a computerised interactive whiteboard. They use a remote wand to navigate around an activity. Older children willingly support their peers in how to use the equipment correctly, developing their social awareness of the needs of others. They squeal with delight as they move figures around the screen correctly. Sensory development is enhanced as children make their own dough. They squelch the dough through their fingers and enjoy using descriptive language. Numerous opportunities are provided for children to take part in food tasting and play with natural materials. Consequently, exploration and imagination are broadened. Children's communication, language and literacy are enhanced further as they enjoy reading time. They are encouraged to turn the pages of the book, extending their understanding of how to care for and use books correctly.

Children show that they feel safe and are confident to confide in the staff. Staff make very good use of spontaneous opportunities to remind children of how to stay safe, such as holding onto the handrail when using the stairs. Children understand and adopt good hygiene practices. For example, they independently wash their hands before eating or after using the toilet. They gain an excellent understanding of the importance of healthy eating as they make choices from a varied seasonal menu. Fresh drinking water is available throughout the day; consequently, children remain hydrated. Children are encouraged to take responsibility in the nursery. They develop superb numeracy abilities as they count children at the snack table and give each of their friends a cup or help staff hand out dinners. They understand the routines as they help to tidy up. Staff acknowledge children's contributions in the setting by giving praise at every opportunity. Children develop the habits and behaviour appropriate to highly motivated learners. They join in, make friends and respect each other, taking into account their diverse needs and backgrounds. Children respond very well to the consistently high expectations of staff for excellent behaviour.

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?	1
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	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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