

# Smart Kidz Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY434035

**Inspection date**

01/02/2012

**Inspector**

Sarer Tarling

**Setting address**

100 Old Woolwich Road, Greenwich, LONDON, SE10 9PN

**Telephone number**

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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*.

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## Description of the setting

Smart Kidz Day Nursery registered in 2011. The nursery is owned and managed by First Day Nurseries Ltd. It operates from the ground floor of a converted purpose built building in the Maze Hill area of the London Borough of Greenwich. Children have access to four main rooms and are grouped according to age and individual needs. Babies and toddlers have changing facilities within their base room while older children have separate toilet and bathroom facilities. There is suitable access to the nursery and a fully enclosed area for outdoor play. In addition, a kitchen, laundry, office and staff facilities are also available on the premises. The nursery is open each weekday, between the hours of 7.30am and 6pm for 50 weeks of the year. The nursery is registered on the Early Years Register, to care for a maximum of 64 children in the early years age group at any one time. Of these, no more than 24 children may be under two years of age at any one time. There are currently 31 children on roll, 21 of whom are under two years. The nursery employs eight members of staff to work directly with the children and all but one hold an appropriate early years 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.

The registered provider and management team demonstrate a good capacity to maintain continuous improvement. Overall, children make good progress in their learning. This is a vibrant and inclusive nursery where children experience a secure foundation for their future learning and development. Effective partnerships with parents have a positive impact on the children's welfare and in promoting their individual needs. Overall, children's health and safety are well fostered.

## What steps need to be taken to improve provision further?

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

- maintain rooms at a temperature, which ensures the comfort of children and staff, including non-mobile children
- strengthen further the systems for ongoing observational assessment to inform planning for each child's continuing development.

## The effectiveness of leadership and management of the early years provision

Staff and management demonstrate a clear understanding of the requirements of the Early Years Foundation Stage framework. Documentation is well maintained and kept confidential, underpinning children's welfare. Robust recruitment and

induction procedures result in a team of well-qualified and experienced staff. Children are safeguarded well as policies and procedures for child protection are detailed and all staff are aware of their duties and responsibilities. Staff use effective systems to help protect children from unvetted adults. The risk assessment process covers all aspects of nursery life and regular checks, throughout the day, help to ensure any potential hazards are quickly dealt with. However, the temperature in one of the rooms does not always promote the comfort of the children, including those who are less mobile. Children are well cared for in the event of having an accident, or becoming unwell, as a high proportion of staff have up-to-date first aid training.

Children play with a very good range of high quality toys and resources that are organised well to maximise their independence. Children can see and reach what interests them enabling them to be active learners. Staff are well deployed to teach children new skills and expand their vocabulary and learning opportunities. Staff promote equality and diversity well and good practice is evident throughout the nursery. They use toys, books and displays to reflect the wider world, so children learn to appreciate diversity. Parents are encouraged to share how their family marks festivals and celebrations. Ideas are developing well to support children with English as an additional language. Although no children currently attend who have special educational needs and/or disabilities, there are systems in place to support any children in the future.

Staff work effectively in partnership with parents. Policies and procedures are available to view and notice boards hold a variety of essential information about the nursery. Posters and leaflets point parents in the direction of community services and offer guidance on child related topics. Staff seek good information about children's home routines from parents and follow these in the nursery, promoting a smooth transition from home. Parents are well informed of their child's general well-being and the activities they have enjoyed. Parents are able to meet with their child's key person and good use is made of contact sheets and two-way communication books. Staff encourage parents to become involved in their child's development at home and add their child's home achievements to a 'wow' board. As a result, children receive consistency of care and learning.

The nursery demonstrates a good capacity to drive improvement. Systems for self-evaluation, to identify strengths and areas for further development, are in the early stages but staff have made a good start. The nursery works closely with the local authority advisor, reflecting on practice and implementing new ideas, including reviewing the methods for planning. Staff are looking at ways to develop the outside area, to incorporate all areas of learning and to make it as effective as the indoor environment. The nursery has also started to form links with other early years professionals, although there are currently no children attending other settings or services. Questionnaires for parents have recently been sent out to include parents in the self-evaluation process. As a result, the nursery is working hard overall to make ongoing improvements and promote effective outcomes for children.

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

Children have developed positive relationships outside the home and families are warmly welcomed. Children are purposefully occupied, well behaved and feel safe in the nursery. Staff show care and sensitivity and babies receive lots of close individual care which aids their emotional security. Children's dietary needs are adhered to; they enjoy a range of healthy snacks and meals. Children eagerly take part in cooking activities and are developing independence as they help to serve their own meals. Drinks are provided throughout the day to ensure children are well hydrated. Stringent hygiene routines are followed regarding the preparation of babies' bottles and feeds. Children are afforded privacy while being changed and older children take care of their personal hygiene independently. Children rest in comfortable surroundings, according to their needs, and are closely monitored. A creative and active lifestyle is encouraged through music, dance and drama workshops. Regular outings, for example, to local parks enable children to practice their road safety skills and learn about keeping safe. Children also play games in wide-open spaces, observe nature first hand and to use more physically challenging climbing equipment.

Children's individual learning styles are very well promoted because staff clearly understand how they learn and develop. Staff plan an environment which is enticing and stimulating and encourages children to experiment, explore and embrace all areas of learning. Children's ideas and interests are valued by staff and included in the general weekly plans. Staff note observations of children's achievements and display photographs to record their experiences. Some staff are not consistently linking observations to all areas of learning or noting children's next steps to inform planning. However, due to low numbers of children, staff do know the children very well and continually build on their individual interests and current skills. Staff complete a tracking sheet, which helps to detail children's progress towards the early learning goals. Records show how children are making good progress in their learning and development overall.

Children feel a sense of pride and achievement as photographs and displays of their art and craftwork adorn the walls. The environment has lots of words and labels, helping children to understand that print has meaning. There are plenty of opportunities for children to make marks and practice writing during role-play and other activities. Book corners are comfortable and enticing, with props such as puppets to help extend children's learning. Young children skilfully turn pages in books, looking at pictures while adults bring stories to life with animated reading. Children are given time to explore and solve problems, for example, as they work out how different size boxes fit together, weigh and measure in the sand, complete puzzles and assemble road tracks for themselves. Very young children explore push button toys that trigger lights and sounds, stimulating their senses. Older children enjoy using programmable resources, such as, the camera and computer. As a result, they develop a good early awareness of information and communication technology. Overall, the range of experiences provided, help children develop good skills for their future learning.



## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
The extent to which children develop skills for the future	2

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