

# Smart Start

Inspection report for early years provision

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<b>Unique reference number</b>	503883
<b>Inspection date</b>	21/02/2012
<b>Inspector</b>	Barbara Wearing
<b>Setting address</b>	Oberlin Cottage, Oberlin Street, Greenacres, OLDHAM, Lancashire, OL4 3HS
<b>Telephone number</b>	0161 785 0945
<b>Email</b>	
<b>Type of setting</b>	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

Smart Start at Oberlin Cottage is owned by a private provider and was registered in 2001. It operates from nine rooms on two floors in three converted domestic premises in the Greenacres area of Oldham. The nursery serves the local area. There are three enclosed areas available for outdoor play. There is no lift access.

The nursery opens Monday to Friday for 50 weeks of the year. Sessions are from 7.30am to 6pm. Children are able to attend for a variety of sessions. A maximum of 140 children may attend the nursery at any one time. There are currently 114 children attending, 90 of whom are within the Early Years Foundation Stage. Care to children aged over five years to 11 years is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. 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 23 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 2 and level 3 or above.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management team and provider have clear and ambitious targets for developments within the nursery that incorporate the views of staff, children and parents. The established and consistent staff team work closely with parents. Therefore they know children well and meet their individual needs. They share a wealth of information with parents regarding children's achievements and experiences at nursery, involving them in their learning. Most groups of children have continuous access to a range of resources that promote all areas of learning, particularly the pre-school children. Overall, the children are confident and happy, and are developing a good range of skills and knowledge for their future.

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

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

- ensure that children of all ages have free access to a wide range of toys and resources that cover all areas of learning throughout the day
- ensure that all records relating to children are maintained confidentially
- ensure that staffs' knowledge of the next steps for children's learning are reflected in children's records of achievement.

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

Staff have a clear understanding of the procedures for safeguarding children. They are aware of the signs and symptoms of abuse and of when and how to refer concerns to the appropriate agencies. The comprehensive range of policies and procedures are regularly reviewed and a 'policy of the month' is shared with staff and parents. Therefore, they reflect practice and are effective in promoting children's safety and welfare. All necessary records are in place. However, the system for the recording of medication does not ensure confidentiality. Regular risk assessments, including daily checks are carried out within the setting, outside area and for trips out. The robust recruitment and vetting procedures ensure that staff are suitable to be working with children and hold appropriate qualifications.

Staff have opportunities to develop their skills through regular training, attending monthly staff meetings and as they are given specific roles within the nursery. Therefore, they feel valued and are motivated to continually improve the provision. Various methods are used to seek the view of parents, children and staff as part of the self-evaluation process. This ensures that everyone is involved in developments, such as the organisation of a new pre-school room. This room provides children with free access to a wide range of high quality toys and resources that cover all areas of learning indoors and out. However, the organisation of other group rooms limits children's opportunities to freely choose toys and resources that cover all areas of learning throughout the day. Although the outdoor area can be accessed directly from the pre-school room and includes a covered area, it is not always used as an area of continuous provision. Following a training session and inclusion audit the nursery has ensured that there is a good selection of toys, resources, books and posters that reflect positive images of our diverse society. These promote children's understanding and respect for themselves and others. Another development has been the outdoor forest area that allows children to develop skills as they explore the natural world.

Effective partnerships are established with other professionals and parents to ensure that children with special educational needs and/or disabilities receive support to enable them to benefit fully from all that is on offer to them and make good progress in their development. A particular strength of the nursery is the commitment they show to engaging with parents in all aspects of nursery life. They use a variety of methods to communicate with them, sharing information about the nursery and their child's development, interests and achievements at home and at nursery.

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

Effective observation, assessment and planning systems ensure that staff have a good knowledge of children's interests and abilities. They use their observations of children to track their progress and to plan activities that engage and support

children in their good progress in all areas of development. Staff are able to describe intended next steps or skills for children to achieve although these aren't clearly reflected in their record of achievement.

Babies and children are busy and confident within the nursery. Staff within the baby room are calm and caring, chatting to babies throughout they day; while changing nappies, feeding or playing with them. The pre-school children have many opportunities to develop their independence and confidently make choices from the good selection of toys and resources. They develop good early literacy and writing skills. They eagerly draw pictures at the writing table, fold them to fit in envelopes and write their name on the front with appropriate levels of support from staff. Children develop their creative and design skills and proudly show staff and friends the complex constructions made with large wooden blocks.

Children and babies have opportunities to explore a range of media. Babies squeeze sponges with paint on, fascinated by how the paint feels on their hands. Younger children enjoy playing with paint brushes in water, making bubbles. Staff skilfully engage children in a large group activity using props from a 'thinking box' relating to their current theme. Children demonstrate their very good understanding of healthy eating and healthy lifestyles and increase their vocabulary, knowledge and understanding of the world and listening skills. Staff take opportunities to develop children's understanding of number and shape throughout the day. They count the number of objects in books and state they have found circles and triangles in the sand tray.

Visitors to the nursery help children to develop an understanding of the wider world, healthy lifestyles and skills to keep themselves safe. Older children learn Spanish, a sports coach carries out large physical play sessions on a weekly basis and children enjoy visits from the fire brigade and police officers. Children's dietary requirements and preferences are respected during mealtimes and snack times. Older children are offered a choice of two meals and staff are sensitive to those with smaller appetites or who are more reluctant eaters, offering them a smaller portion. Children develop their large muscle skills indoors and out. Babies and younger children have plenty of opportunities to develop their crawling, walking and climbing skills as they crawl through and over tunnels, pull themselves to standing to look at themselves in a mirror and use sit-and-ride toys. Children are physical outdoors, developing large muscle and coordination skills. They throw balls, chase bubbles and ride on bikes.

## 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	2
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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## **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