

Smarties Day Nursery

Inspection report for early years provision

Unique reference number	EY358444
Inspection date	20/07/2012
Inspector	Patricia Bowler

Setting address	Smarties Day Nursery, West Street, Enderby, LEICESTER, LE19 4LS
Telephone number	0116 2861407
Email	infosmarties@yahoo.co.uk
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Smarties Day Nursery is privately owned and was originally registered in 1996 and re-registered under the current ownership in 2007. It operates from a purpose-built setting in Enderby, Leicestershire. The nursery serves the local and surrounding areas. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday for 51 weeks of the year from 7.30am until 6pm providing care for children in the early years age group. Within the registration there is also a separate pre-school facility called Little Acorns which operates from a mobile unit within the grounds. This is open from 8.45am until 3pm during term time only, offering full day and sessional care for children in the early years age group from two years upwards. The registration also includes a separate breakfast, after school club and school holiday provision, also operating from the mobile unit. Before and after school care is provided from 7.30am until 8.45am and from 3.15pm until 6pm. The holiday club operates from 7.30am until 6pm. Children are able to attend for a variety of sessions. Smarties Day Nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 108 children may attend the nursery at any one time all of whom may be in the early years age range. A maximum of 30 children may attend Little Acorns at any one time all of whom may be in the early years age range. A maximum of 60 children aged under eight years may attend the Out of School provision. There are currently 264 children attending, of whom 224 are within the early years age range. The nursery also offers care to children aged over four years to 14 years. The nursery provides funded early education for 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 34 members of child care staff. Of these, two hold degree qualifications, one is working towards Early Years Professional Status, two hold a qualification at level 4 and all other staff are qualified at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

A rich, vibrant and nurturing environment provides children attending all provisions within the registration with highly individualised care. Exceptional adult support and meticulous implementation of the Early Years Foundation Stage ensures all children, including babies make significant gains in their overall development. Outstanding systems to observe, record and identify their next steps for future learning confirm the rapid progress children make. Extremely well-established systems for self-evaluation and reflective practice reinforce a strong sense of

commitment to maintain and strive for further improvement.

What steps need to be taken to improve provision further?

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

- extending established systems for communication and language development to include children aged two and three years.

The effectiveness of leadership and management of the early years provision

Leadership and management are outstanding. Children's safety is paramount and supported by a highly proficient and stable staff team who are knowledgeable in safeguarding procedures. All have attended training and know precisely the steps to take should they have concerns about children in their care. Robust recruitment and vetting procedures with meticulous induction and appraisal systems ensure children are cared for by qualified and experienced staff.

Comprehensive policies and procedures work highly effectively to provide an exceptionally well organised and caring environment where children receive highly individualised care. Those in charge have high aspirations for quality through systematic and inclusive self-evaluation. The views of children, parents and carers and staff serve to identify strengths and drive improvement. They are exceptionally successful in inspiring the dedicated staff team to work towards, and sustain ambitious targets. High expectations are embedded across all areas and consequently outcomes in children's achievements and well-being are outstanding.

Equality and inclusion lay at the heart of the nursery ethos. An exceptional knowledge of each child's background and individual needs is gathered through vigilant and sustained partnerships including an initial home visit by the manager and key person. Parents and carers continue to play an active role within the whole provision completing questionnaires and comment documents to sustain shared understanding and drive improvements. Parents acknowledge their involvement speaking highly about the committed, professional and caring attributes of the owner, manager and staff. Communication is diligently maintained through daily discussions and written text recording baby routines and children's activities. As a result children are eager to attend and parents are secure in their knowledge that they are receiving high quality care.

The setting works exceptionally well with others, such as health professionals and specialist workers. Consequently robust systems support any specific health requirements and the identification and inclusion of any child with additional needs. Children who have English as an additional language are supported extremely well with pictorial prompts and written words in home languages to

support their learning. Excellent links with local schools are established as children progress in their education. Teachers visit the nursery in addition to return visits to school which are organised with nursery staff.

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

Children make prolific progress towards the early learning goals. They experience a wide range of stimulating opportunities supported with an abundance of equipment and resources in all areas. This promotes self-selection inspiring them to steer their own play and make learning fun.

Babies and very young children receive excellent care in visually stimulating areas with a wide range of resources to promote early development. A striking area of red, black and white entices babies to explore with tactile resources and early physical skills are promoted with low-level resources where babies can pull themselves to standing. They operate hand-activated toys to twist, turn and lift developing manipulative skills. Babies enjoy water play in a paddling pool handling balls and catching bubbles blown by staff. Young children giggle as they play in shaving foam. They replicate clapping actions delighting as everyone is sprayed with foam. Children stand at a large table-mounted train track where they learn to negotiate as they pass each other circling the track with trains. Tunnels and different levels help them gain awareness of prepositions as they pass under and over tracks and go in and out of tunnels.

Staff are skilled in standing back encouraging children's independence. Children remove their own outdoor boots on return from outdoor play recognising and making good attempts to put on their indoor shoes. Exciting activities encourage communication and language with established systems but as yet are not firmly implemented for younger children.

Pre-school is a rich and vibrant area with continuous provision to meet the six areas of learning. Children predominantly steer their own play engaging in construction activities. For example, two children work cooperatively to make a crane with connecting bricks. They talk about 'swing arms and cables' and delight as the crane develops higher than themselves. The room naturally divides to provide for active play and relaxation. Role play takes the form of a garden centre with indoor compost, shelving, plants, fruit and vegetable products supported with media magazines and labels depicting the prices of items. Children plant seeds using trowels and forks with dexterity. Planting activities are replicated outdoors and children tend and water these as required.

A central play area is accessed by all children to extend play. Young children play in the sand pit filling large vehicles and a soft furnished area is used as older children enjoy story time joining enthusiastically in songs and rhymes. Children play outside every day in the extensive garden area. Older-aged children enjoy team games whilst an enclosed area allows nursery children to ride wheeled toys

and enjoy free flow indoor and outdoor activities. Older children work cooperatively together. For example, a group of older children work together to form a dance routine which they proudly perform in the holiday club.

Meticulous hygiene routines throughout all areas minimise the risk of cross-infection. Older children have ownership of their health and well-being and demonstrate through competent personal hygiene practices that they are well informed about healthy living. They enjoy nutritious snacks and varied foods during meal times which serve as an integral part of children's social development. Older children serve themselves at individual tables where they sit with the staff which provides them with positive role models. Children develop excellent relationships at every level with adults and their peers. A range of positive methods help children understand appropriate behaviour with clear explanations, praise and encouragement. As a result, children know what is expected of them, behave well and develop an awareness of how their behaviour affects others.

Children learn about the wider world through positive images to reflect difference and diversity. Books, posters, wall displays and play equipment help children to value each other. They take part in various activities and parents from diverse family backgrounds play vital roles in celebrating a selection of special events and festivals.

Staff observe and assess children systematically and maintain comprehensive written and photographic records of individual achievements. Their next steps in learning are precisely identified and purposefully incorporated into activities. Learning journeys are used superbly to record and identify children's consistent progress. Overall, children receive extremely positive experiences in this setting.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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