

Smarties Day Nursery

Smarties Day Nursery, West Street, Enderby, LEICESTER, LE19 4LS

Inspection date

11/10/2012

Previous inspection date

20/07/2012

The quality and standards of the early years provision

This inspection: 1

Previous inspection: 1

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- The outstanding team of practitioners have an excellent knowledge and understanding of effective methods for implementing the Early Years Foundation Stage and high expectations for babies and children. This means they enthuse, engage and motivate them extremely well.
- Children make rapid improvement in all seven areas of learning because the inspirational planning has their interests at its heart. Assessment is exceptionally detailed and the monitoring of educational programmes and planning is robust.
- Partnership with parents is exceptional, effective relationships are established very early because a successful home-visit programme is in place. Excellent systems are in place to encourage parents to engage with their children's learning and inform them about early education.
- The thoroughly well embedded key person system ensures babies and children show a high level of security and have an excellent sense of well-being.
- Extremely well-established systems for self-evaluation and reflective practice reinforce a strong drive to maintain and strive for continual improvement.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector observed children within all age ranges during activities both indoors and outdoors.
- The inspector looked at children's assessment records and a range of other documentation and discussed them with practitioners.
- The inspector held meetings with the owner and manager of the setting.

Inspector

Joanne Gray

Full Report

Information about the setting

Smarties Day Nursery is privately owned and was 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 large, fully enclosed area available for outdoor play. The nursery opens Monday to Friday for 51 weeks of the year from 7.30am until 6pm. Children attend for a

variety of sessions, including term-time sessional care for children from two years. The nursery also operates a separate breakfast, after school and holiday provision. There are currently 190 children attending, of whom 168 are within the early years range. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The nursery employs 34 members of 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.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- consider extending children's listening and attention skills further by keeping background noise to a minimum. For example, by using music briefly and only for particular purposes.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children learn and develop and make rapid progress across all seven areas of learning because the practitioners provide very rich and varied experiences based around children's interests. Practitioners have extremely high expectations and organise the environment very effectively to enable children to lead their own learning. For example, babies can take part in a creative activity if they choose, or carry on playing with the wide range of other resources provided. Practitioners have an excellent understanding of how to use observations to ensure the next step in children's learning is planned for and this ensures they make very good progress in acquiring skills which help them develop.

The children are developing a love of books and their early reading skills as they enjoy sharing books with practitioners and their friends. All areas of the nursery have an exceedingly comprehensive selection of books and wonderful book areas with comfortable cushions or settees. Practitioners are extremely skilled at encouraging conversation and listening to children. Consequently, children are becoming skilled communicators and have excellent listening skills. However, occasionally background music means the environment is not as conducive to extending communication skills as it could be. Children are encouraged to give meaning to writing for a purpose as they sign their names on the 'Who is here today' sheet with their parents. They are beginning to recognise their own name as

they find their name on their coat peg when they hang up their coats. Practitioners find innovative ways to encourage children to take part in writing activities, for example, a 'Superhero' box in the mark-making area.

Children's physical skills are supported and promoted with access to an exceptionally large outdoor area which offers lots of challenge and practitioners enable them to take risks. Children enjoy running in and out of the willow structure, the conifer maze and up and down the grass hills. They ride around competently on a large selection of bikes and wheeled toys. Children run around exuberantly, chasing the large bubbles a practitioner is blowing for them.

Children are developing early counting skills because practitioners encourage them to count in daily routines and in general conversation, for example, children are encouraged to count the fish in the fish tank as they pass by after visiting the bathroom. Mathematical activities take place in all areas of learning, for example, children add buttons to the play dough and count them. Children also learn mathematical language as they tidy away the toys because practitioners ask them to put the dolls in the small box and the furniture in the big box. The children also talk about the boxes being heavy and full.

Babies and young children are provided with a wide range of sensory objects to stimulate their curiosity. The manager has developed a wide range of sensory baskets which are well used throughout the nursery. For example, a group of toddlers enjoy exploring a box of shiny objects, they had taken out a large foil blanket and two of them were holding it. One of the children showed another how to get hold of a corner and they took great delight in shaking it up and down. The reflection from the sun outside danced around the room and the children laughed with enjoyment. Children's imagination is well stimulated by a wide selection of dressing up clothes, children happily play and have their snack while dressed up as 'police officers' or 'princesses.'

Children are beginning to set their own goals and are making plans and reviewing their progress because practitioners leave out their 'Learning Journeys' and encourage children to look at them. They talk with them about what they have done and it encourages them to try things again and in different ways, ensuring they are developing their thinking skills and finding new ways to solve problems. Regular visitors to the setting extend children's learning further as they take part in musical activities and enjoy using a range of musical instruments.

The contribution of the early years provision to the well-being of children

The key person system is extremely well embedded throughout the setting and is understood by everyone, including parents. The key person accompanies the manager on home visits before children start nursery to build the relationship from the outset. Consequently, children have built strong attachments with practitioners and enter the nursery confidently and happily, even if they have only just started to attend. This

effective relationship between children and practitioners forms a strong base from which children develop independence and exploration. An exceptional knowledge of the child's background and individual needs ensures every child feels at home in the setting. There are photographic displays of children's families throughout, further supporting their sense of inclusion and well-being. Children and babies enjoy looking at the photographs and talking about them with practitioners.

Children's behaviour is exemplary throughout the setting because practitioners give them consistent messages and there are a number of excellent strategies in place to support them to resolve conflicts. For example, young children remember they needed to 'use their words' instead of actions and say 'stop' if they do not like how another child is behaving towards them. Practitioners are further supported to implement effective practice in this area because the manager carries out regular behaviour management training with them.

Children are supported to acquire the skills to develop and learn effectively, and are ready for the next stages in their learning, because there are effective transitional arrangements in place. For example, two-way visits with local schools and practical ideas, such as, having school uniforms in the role play area for them to dress up in. The nursery also shares a transition form with other settings children attend in order to inform children's termly progress checks and plan for future learning. The highly effective organisation of the learning environment enables children to make independent choices about what they learn, regardless of their age. Therefore, they are gaining good self-confidence and the ability to persevere at their learning.

Children's specific health, dietary needs and allergies are documented well and understood by practitioners. Children are provided with a very healthy diet and menus run on a three week rotation, the cook ensures children exceed the 'five a day' requirement for fruit and vegetables and everything is freshly prepared on site. The cook has introduced starters on some days instead of always giving children a sweet dessert; this is teaching children healthy habits for the future. Children develop an extremely good understanding of their own self-care and the importance of good health as they learn that meal times are social occasions when they sit together to eat. The importance of exercise and activity is instilled in children by opportunities to play in the very large and well-equipped outdoor area.

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

Leadership and management is inspirational. The highly qualified and well established team have high aspirations for maintaining quality and this underpins all aspects of care and education in the setting. The views of children, parents and practitioners actively contribute to the excellent self-evaluation process which systematically improves the quality of provision. The drive to improve standards is supported by a high quality programme of practitioner supervision and an astute and targeted plan of professional development. Practitioners continually reflect on their practice and use their excellent

knowledge and understanding of the learning and development requirements to ensure the educational programme has exceptional breadth, depth and challenge.

Children's safety is paramount and they are well protected as all practitioners are knowledgeable about safeguarding procedures. They have all attended training and know precisely what steps to take should they have any concerns about children in their care. The setting has robust recruitment, vetting and induction procedures in place to ensure practitioner's suitability to work with children. Comprehensive risk assessments cover all aspects of the premises and any outings from the setting. Access to the premises is closely monitored. Practitioners are vigilant about arrival and collection procedures and very good security precautions contribute towards children's safety.

Children's needs are quickly identified and exceedingly well met because the setting has highly effective partnerships with external agencies and other providers. Their outstanding practice in providing support for children with special educational needs and/or learning disabilities has recently been awarded the highest level of recognition in an audit by the Local Authority. Partnership with parents is superb; practitioners build outstanding relationships with parents from the outset because of the highly successful home visit programme. Parents are provided with a comprehensive range of information about the setting and are asked to contribute to new policies and review the setting's weekly menus. Parent's meetings are held and regular social occasions take place, such as the recent Olympic Sports Day. Parents speak very highly about the setting and regard it as an extension to their own family.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations

in one or more of the key areas. It requires improvement in order to be good.

Grade 4 Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY358444
Local authority	Leicestershire
Inspection number	886496
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	108
Number of children on roll	190
Name of provider	Rhami Kaur Sandhu
Date of previous inspection	20/07/2012
Telephone number	0116 2861407

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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