

Smilers Day Nursery

29 Vicarage Road, Leyton, London, E10 5EF

Inspection date

28/11/2012

Previous inspection date

11/06/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children talk regularly and confidently with staff and each other. They enjoy sharing their experiences from home. As a result their vocabulary is in line with the developmental milestones for the ages and stages of development.
- Children are happy, very keen to learn and rapidly growing in self-assurance because of the secure relationships with staff, and the interesting play experiences provided for them. All children make good progress from their stage of development at entry.
- The manager monitors staff practice, encourages professional development and improvements made to the nursery are effective.
- The manager and staff have a good understanding of how to promote the health and safety of the children in their care. They have assessed the risks to the premises well and have minimised these so children are able to use all areas of the nursery and garden.

It is not yet outstanding because

- The setting has yet to fully establish partnership working with other early years settings, such as playgroups, to promote consistency in supporting children's care.
- Staff miss opportunities to help children become divergent thinkers, so they are able to think 'what else is possible' within an activity.

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 observed children's play and staff interaction, indoors and outside.
- The inspector talked with some of the staff from each room, parents and children.
- The inspector reviewed documentation including a sample of children's records, policies and staff suitability records.
- The inspector read the manager's self-evaluation and reports from local authority advisers.

Inspector

Lynn Wordsworth

Full Report

Information about the setting

Smilers Day Nursery is privately owned and was registered in 1996. It is situated on the ground floor of a double fronted house in the Leyton area of Waltham Forest. The nursery is open each weekday from 8am until 6pm, for 51 weeks of the year. There are currently 45 children on roll in the early years age group. The nursery receives funding to provide free early education for children aged three and four years. Children may stay all day or for either a morning or afternoon session. The nursery is registered on the compulsory

and voluntary parts of the Childcare Register.

The nursery currently supports children who speak English as an additional language. A total of 12 staff work with the children, of whom nine hold relevant professional qualifications. The manager holds Early Years Professional status. There is also a cook and cleaner on site.

What the setting needs to do to improve further

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

- develop further links with other early years providers caring for children, such as playgroups, to promote consistency in supporting children's care.
- encourage children to become divergent thinkers, so they are able to think 'what else is possible' within an activity.

Inspection judgements

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

Lively and enthusiastic staff use good teaching skills and there is an energetic atmosphere within the nursery. These have a positive impact on children's learning and development so that all children make good progress. Staff's good understanding of learning and development requirements means they can identify children whose learning is not at the expected developmental level and work with parents to address concerns. Staff are beginning to form partnerships with other providers that children attend. However these are not fully developed to promote consistency in children's care and learning. Staff have a good understanding of the progress check at age two and assessments are beginning to highlight children's areas of strengths and of any emerging concerns.

Staff plan children's experiences to cover all the seven required areas of learning, both indoors and out. They base their planning on children's individual interests and discuss these with parents as well as external support staff. They encourage parents to tell them what their children can do when they first start so staff can further build this into planning.

All children make good progress in their communication and language skills. Staff plan a strong programme to extend speaking and children confidently talk about their own experiences at home. For example, children confidently talk about the types of food they

eat and what they can include in a meal. This means children explore meaning, sounds and new words. Children who speak English as an additional language are supported by staff who learn words in the children's home language to help their communication. Children enjoy using giant blocks to make a castle which encourages their critical thinking and problem solving skills. There is good support by staff that encourages the children to discuss measurement. As a result, children see who is longer than the castle. However, at times questioning focuses on areas children already know, which means children are less able to think what else could have been possible through the activity. Children are helped to understand their world through practical experiences and role play. They grow their own vegetables in the garden which they eat. Children go on occasional trips, for example to the shops and farm. They also take part in activities to mark special events, such as 'Black History Month'. Children enjoy using their imagination as they dress as kings riding a horse, saying 'I'm riding fast'. Younger children interact through singing songs, which help them to identify simple rhythms as they clap and jump. All these experiences mean children develop a positive attitude to their learning and become well prepared for the next stage in their learning journey.

Children concentrate as they work through simple programmes on the personal computer. They control the mouse well selecting different colours to make marks. Staff provide good support as they talk about shape and show children how to save the work in a specially named file. Children energetically use the outside area. They extend their physical skills well as they climb and ride trikes. They also enjoy singing in the rain and develop understanding of self care through staff wisely encouraging them to return inside as the rain falls faster.

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

All children happily and energetically move around the playrooms, including those who have recently started. This is due to the secure relationship established with staff through an effective 'key person' system. All staff know each child and their families well and many brothers and sisters have previously attended the nursery. Children feel safe with the staff, and this helps them develop confidence and independence to go and explore the toys and activities. Staff reassure children during their settling-in time and also keep parents up to date with how well their child is separating from them and making friends. Overall, children are well behaved and play alongside each other well. Staff are quick to intervene positively. They help children negotiate to resolve concerns.

Older children are independent in their personal care, thoroughly washing their hands and putting their paper towel in the bin. This shows children know about their hygiene and how to prevent cross contamination. Older children also learn to serve their own foods at lunchtime and confidently place their plate aside for washing up. Younger children sit comfortably as they are fed by the staff who know their dietary needs. All children enjoy a healthy, balanced meal prepared on site and more able children use their cutlery independently. The playrooms offer a wide range of resources and activities that add challenge to children's play experiences. Children move freely between the indoors and outdoors ensuring they receive plenty of fresh air. Younger children are becoming more

stable on their feet as they walk around throwing balls. This means they are gaining increasing control of their body movements.

Children's understanding of safety is good. They understand that some resources such as scissors must be used with care and they know the grass outside is wet and slippery. Staff describe how they promote road safety with children when they go on occasional trips. As a result, children are developing some understanding. For example, they say, 'we look left and right because when the car is coming it will stamp on your feet'. Older children are interested in their activities, and competently use self-care skills. This means all children enjoy their experience and gain good attitudes to underpin their move to school.

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

The manager and staff have a good understanding of the safeguarding and welfare requirements. This means arrangements for safeguarding children's well-being are well-established and effective. The manager uses robust procedures to appoint staff who are suitable to work with children. She is proactive and good attention to staff development results from detailed appraisals and peer observations. The manager and staff place high priority on safeguarding and protecting children's welfare and follow correct procedures to work with outside agencies when required. These systems show improvement since the previous inspection and now include all staff being aware of procedures to follow in the event of an allegation against a member of staff. The manager and staff complete regular safeguarding, first aid training and food safety training. They understand their individual responsibilities and the need to provide a safe play environment for children.

Staff demonstrate a clear understanding of their role in delivering the learning and development requirements. They plan a balanced programme of activities that are based on children's individual interests and needs. Therefore, children make good progress in relation to their starting points across all areas of learning.

The manager assesses what she offers children and families and uses several outside agencies and parent comments to accurately identify areas for improvement. She is a positive model for all staff to progress in their professional development as she has gained a degree and Early Years Professional status. She also supports student's well liaising with their tutors about their progress. Since the previous inspection the manager and staff have worked hard to address weaknesses, leading to improved safety and a revised of the risk assessment of the premises.

The nursery has sustained a strong partnership with parents who speak very positively. Staff invite parents into the nursery to celebrate diversity and help children gain an understanding of other cultures. For example, by sharing food and listening to children talk about their home cultural experiences. They also explain how staff always tell them about their children's progress at the end of the day.

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	153687
Local authority	Waltham Forest
Inspection number	814189
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	35
Number of children on roll	40
Name of provider	Sarbjit Jandoo
Date of previous inspection	11/06/2009
Telephone number	020 8558 1810

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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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