

# Smarteenies Day Nursery and Out of School Club

29 Tarves Way, GREENWICH, London, SE10 9JU

<b>Inspection date</b>	04/12/2012
Previous inspection date	08/02/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children develop secure relationships with staff enabling them to be confident learners.
- Children enjoy taking part in activities that are planned to meet their individual needs.
- Effective systems are in place to share information with parents about their children's learning.

### It is not yet good because

- Staff do not use all available opportunities to challenge children effectively, so they do not learn and develop as well as they might.
- Staff do not carry out effective risk assessments to identify all potential hazards to children's safety within the nursery.

## 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 activities in the baby room and pre-school room.
- The inspector completed a joint observation with the manager and registered provider in the outdoor play area.
- The inspector held a meeting with the manager and registered provider and had discussions with staff.
- The inspector looked at a representative sample of children's development records and planning documentation.
- The inspector spoke to parents available to gather their views during the inspection.

## Inspector

Sarah Moore

## Full Report

### Information about the setting

Smarteenies Day Nursery and Out of School Club and was registered in September 2009 and is owned by Smart Comms Ltd. It operates from a community centre on a new housing development in the London borough of Greenwich. The Out of School Club was added in May 2010. The nursery is located on the ground floor and consists of a baby

room for children aged under two, a pre-school room for children aged two to five and an enclosed outdoor play area. Babies have access to a separate sleeping and changing area. The Out of School Club children use two halls and associated toilet facilities on the first floor. They have shared use of the kitchen with the nursery. For outdoor play children have use of the enclosed sports playground belonging to James Wolfe School which is adjacent to the community centre grounds and accessed directly from there. The setting is also registered on both parts of the Childcare Register. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year. There are currently 39 children in the early years age range on roll. Children who learn English as an additional language are supported. The nursery provides free early years education to children aged two, three and four. The nursery employs nine members of staff who all hold a relevant early years qualification. The manager of the nursery has Early Years Professional Status. The Out of School Club employs additional staff.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- develop effective procedures to risk assess the premises to: 1) continue to maintain a safe environment for children 2) check equipment, furniture and areas are used for their intended purpose, and 3) check equipment, furniture and resources are not faulty

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

- encourage children to extend their learning and provide useful challenges for them through: 1) using open ended questions 2) making full use of the spaces available to them throughout the day and 3) using consistent staff practices when interacting with children
- extend the current monitoring system for all staff including managers and leaders to provide consistent staff practices and provide support and guidance to all staff to help them overcome challenges.

### **Inspection judgements**

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

Staff plan and provide appropriate activities for children covering all required areas of learning within the Early Years Foundation Stage. Younger children enjoy using their

senses when taking part in cooking activities. They enjoy practising their large physical skills manoeuvring trolleys around the room to collect interesting sensory objects. Older children enjoy playing either indoors or outdoors with a range of toys. They explore sand and water transferring equipment between different areas to support their imaginative play.

Staff regularly monitor and record children's progress. They are knowledgeable of their starting points and current stages of development. Regular observation of children enables them to plan suitably for them meeting their individual needs and interests. As a result, children make steady progress in their learning including their communication and language development. Staff support and supervise children appropriately, but opportunities to fully challenge children are sometimes missed preventing them from developing more quickly. Nevertheless, overall children gain the necessary attributes to take them into the next stage of their education on leaving the nursery.

A positive system of individual support, promotes children's development both at home and in the nursery. For example, by using shared books to record daily events and encouraging parents into the nursery when they arrive. Children are confident and curious and will approach visitors to find out about their presence. Staff support children learning English as an addition language sufficiently by using familiar words from home within the nursery.

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

Staff are sensitive to children's emotional needs. Children form secure attachments with the staff who take special responsibility for them and their family. For example, younger children receive lots of cuddles and reassuring smiles from their 'key person' and they enjoy fun games like finding and tickling their toes. Older children are welcomed with warm smiles when they arrive. They are encouraged into the nursery with support from a familiar person. This results in children settling happily and quickly. Staff enable children to feel secure in the nursery and to develop independence. For example, children play alongside each other cooperatively in the sand tray happily sharing toys. They ask each other questions and confidently share ideas.

Staff supervise children well and keep them safe. Ineffective monitoring of furniture condition results in potential risks to the children, although no harm has come to them so far. Staff encourage children to be healthy. They explain to children the benefits of exercise and eating healthily. All children have access to drinking water and fresh air throughout the day, as they wish. Staff explain the importance of rest times to older children, who no longer have a daily sleep, in order to encourage them to conserve their energy for play. Staff encourage children to manage their own care needs. They help them to brush their own teeth and hair, and wash their hands and face.

In both the baby and pre-school, staff room provide a sufficient range of resources for children to use. These are stored at the children's level to encourage them to make choices. Resources are labelled and accessible to the children encouraging their

independence. Most areas are welcoming for the children and encourage their interest, but the book corner in the pre-school room displays books that are torn and not presented well for the children. The way in which staff organise and use the space available during sleep time, reduces learning opportunities for the oldest children.

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

The leadership team is generally knowledgeable about how to safeguard children. The premises are secure and there are some well-established procedures help to keep children safe. For example, all staff and visitors sign in and out of the nursery; there is a secure entrance system and acceptable recruitment checks. Procedures to monitor risks in some areas within the nursery are not effective, resulting in potential hazards for children. Staff are vigilant in their supervision of children, however, so have maintained their safety.

The manager and deputy manager effectively monitor the children's development profiles and planning for all children. They provide support and guidance to staff to help them plan sufficient activities. Activity plans are displayed in both the baby room and pre-school room for all staff to see to create good team work.

Systems to monitor staff development are suitable. Staff have opportunities to attend supervision meetings, but recent meetings have not been recorded, so limiting all staff and managers from reflecting on progress. A yearly appraisal system enables staff to receive feedback on their practice and performance. All staff hold a relevant childcare qualification and training is actively encouraged to update their knowledge. For example, the registered provider has supported the manager to achieve Early Years Professional Status, so bringing fresh ideas into the nursery.

The nursery team work in partnership with parents. Staff keep parents informed of their child's progress through discussions and written reports. They are kept well informed of changes within the nursery through emails, notices and daily communication with their child's key-person. Partnerships with the local authority are also developed. The registered provider and manager attend network meetings and liaise with the local authority early years advisor for support and guidance. The manager uses questionnaires and staff discussions to evaluate if changes or improvements are needed within the nursery. This process is basic and is currently being developed.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with**

**actions)****To meet the requirements of the Childcare Register the provider must:**

- take action as specified for the Early Years Register (Compulsory part of the Childcare Register)
- take action as specified for the Early Years Register (Voluntary part of the Childcare Register)

**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

<b>Unique reference number</b>	EY399002
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	816125
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	51
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Smart Comms LTD
<b>Date of previous inspection</b>	08/02/2010
<b>Telephone number</b>	02088532311

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

### 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.



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 4234, or email [enquiries@ofsted.gov.uk](mailto: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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

