

Smartie Pants Day Nursery

Ruskin Court, Ruskin Road, MABLETHORPE, Lincolnshire, LN12 1BP

Inspection date

Previous inspection date

19/12/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 of all ages are secure, happy and curious to explore. They demonstrate good behaviour and are beginning to develop skills that will help them when they start school.
- Children make good progress because the nursery provides a broad range of stimulating and challenging activities and resources. This ensures that children are active learners and extend their knowledge as they explore and create.
- Children feel safe in the nursery, they have good relationships with practitioners and can enjoy learning opportunities because they have secure attachments to adults that matter to them.

It is not yet outstanding because

- Resources that promote information and communication technology(ICT) are less available than other resources and children cannot, therefore, explore technology fully and learn how it helps them in the world.

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 toddler room, room for children aged three to five years, baby room and outside play area.
- The inspector held discussions with the manager and practitioners.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector examined a sample of the nursery's policies and procedures.
- The inspector conducted a joint observation with the manager.
- The inspector looked at individual children's files.

Inspector

Karen Tyas

Full Report

Information about the setting

Smartie Pants Day Nursery was registered in 2012, and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Mablethorpe area of Lincolnshire, and is privately owned. The nursery serves the local

area and is accessible to all children, there is a fully enclosed area available for outdoor play.

The nursery employs seven members of childcare staff. Of these, two hold appropriate early years qualifications at degree level, and are working towards Early Years Practitioner status, most of the remaining staff have level 2 or 3 qualifications. The nursery opens Monday to Saturday all year round, including bank holidays. Sessions are from 7.30am until 6.15pm. There are currently 76 children attending who are within the early years age group, and they attend for a variety of sessions. The nursery supports children who have special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- provide resources, such as a laptop or interactive tablet, so that children can explore ICT apparatus, learning what it does, what they can do with it and how to use it safely.

Inspection judgements

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

Children develop secure attachments within the nursery, which means that they are confident and enjoy activities which they explore and they learn from a solid base. Practitioners demonstrate a strong focus on the prime areas of learning and development when working with very young children, such as when babies are cuddled and reassured by their key person which promotes their social development. All practitioners demonstrate practical skills in observing, assessing and identifying next steps of learning, which ensures that children of all ages are making good progress across all areas of learning and development.

The baby room is welcoming and homely, decorated in soft pastel colours with curtains and bunting at the windows. Baby bouncers, soft toys and small tables and chairs, complete with tablecloths and toy fruit, create a calm and inviting atmosphere. Babies sleep in canopied wooden cots and have ample room to crawl, pull themselves up and explore. For example, treasure baskets filled with natural resources including wood, sisal and sponge, which means that they can explore through sensory discovery and develop their physical skills well. Practitioners use coloured voile squares and electronic toys to provide visual stimulation and introduce babies to cause and effect experiences. This means that babies feel secure and nurtured, their individual needs are met and their

emerging skills are promoted, which ensures that they progress well across the prime areas of learning. A home diary provides parents with knowledge of their baby's day at nursery and contains information, such as sleeping, nappy changes and feeding patterns. This ensures that parents are kept fully informed and can contribute formal comments, with regard to individual needs, interests and stages of development, to their children's learning and care record.

Children of all ages learn and develop through planned and purposeful play, and through a balance of adult-led and child-initiated activity. The outdoor area provides a spacious, stimulating and multi-sensory play experience where children can be active learners, as they explore, think critically and create. Children of all ages practise crossing the road safely when using ride-on-toys and the 'painted road'. Large outdoor signs depict numbers and letters, which means that children's knowledge and understanding of letter sounds and number sequences can be reinforced during play. A mud pit affords children the opportunity to experience texture, temperature, consistency and shape. Children experience the natural world within the overgrown meadow area which ensures they develop an awareness of insects, plants and the weather. This is promoted further within the gardening area, where children plant seeds and care for plants using watering cans, buckets and spades. Children aged three link ideas in the construction corner as they make cement out of mud and water, they extend learning further when they build a wall with the cement and wooden blocks. This means that children are thinking critically as they experiment, problem solve and explore, and ensures their development and emotional well-being are supported through physical exploration. Children are, therefore, beginning to be prepared for school, as they develop physical, personal and social skills, make sense of their world and develop a sense of belonging within the nursery and the community. Practitioners demonstrate high expectations of children, they enthuse, motivate and engage children to explore, discover and experiment. Creative and imaginative play is fostered, for example, as children pretend that a wooden outdoor hide out, surrounded by mature trees, is a pirate ship or a fairy house. Children choose from a variety of other resources and activities, such as the sand pit, ball pool, scooters or play in the home corner, which provides a quiet relaxing area where they can play with the toy kitchen, or sit on the bean bags. The broad range of experiences and resources ensures that children's learning and development is promoted and well supported across all areas of learning.

Children make good progress, in relation to their starting points, because practitioner's knowledge is rooted in a solid understanding of how children learn and the ways in which learning can be encouraged and supported. However, whilst there are some ICT resources, the area is not as developed as other areas within the nursery, and this means that children cannot fully explore ICT apparatus, and do not learn fully what it does, what they can do with it and how to use it safely. Children are confident and enthusiastic learners because practitioners respond effectively to each child's emerging needs and interests through warm, positive interaction. Practitioners place emphasis on language skills and children are encouraged to join in during group times, such as when they sing songs together. This means that children are confident communicators, can express themselves, talk to adults and make friends, which are skills needed when they start school. Learning is further extended because of the broad range of stimulating and challenging resources, which provide depth and breadth across all seven areas of learning.

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

The nursery has an effective and well established key person system, which helps children form secure attachments. This means that children of all ages feel safe, settle well during transitions, and therefore, begin to develop independence. All children and their parents know their key person, and this ensures that care practices support children well. Older children are prepared for going to school when they talk about the weather, days of the week and celebrations, such as Christmas and Diwali, during key person time. Children take part in 'Welcome Time' where they sing a welcome song, listen to a story and take part in planning what they would like to do. At the end of the day, children discuss their day, what they enjoyed doing and then say goodbye to each other. Children are happy, enjoy their time at the nursery, behave well and play cooperatively because practitioners are deployed well and provide clear guidance for children about what is acceptable behaviour and what is expected of them. Children confidently demonstrate independence when they manage their personal needs. They are familiar with routines, such as hand washing, and use anti-bacterial gel in the outdoor area. Children understand if they are ill they must go home and are, therefore, beginning to understand about keeping fit and healthy. The routines, structure and teaching practices within the nursery promote children's skills in readiness for making transitions, for example, when starting school.

Practitioners place a high priority on the safety of children and give clear messages to ensure they are developing a good understanding of why it is important to make healthy lifestyle choices, such as during snack time when they choose from fruit, crackers and bread sticks. Babies are prepared for transitions within the nursery when they join older children during meal times, snack times and during some activities when using the outdoor area. Older children are prepared for starting school when they accompany children who attend the local primary school. This ensures they develop a familiarity with school staff, the building and school routines, in readiness for starting full-time education.

The nursery has a broad range of indoor resources, including dressing-up clothes, books, craft equipment and soft toys to support learning opportunities which promote children's self-esteem and confidence. Practitioners provide a range of experiences and opportunities that develop children's emerging skills and independence, such as the quiet reading corner which has a comfy sofa and books in baskets so that children can choose to relax and develop a love of books and reading.

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

Leadership and management are strong within the nursery. The manager has a clear vision of how to progress and can reflect critically on the strengths and weaknesses of the nursery. This ensures that practitioners are very well supported and encouraged to

engage in continued professional development through training opportunities. Strategies to monitor, evaluate and mentor practitioners are embedded within practice. Under performance is tackled through a system of appraisals and the setting objectives and targets in addition to an initial probationary period. Practitioner's performance is constantly monitored to ensure they all demonstrate a consistent understanding of children's skills, abilities and progress.

Arrangements for the safeguarding and welfare of children are strongly embedded within the nursery, which means that children are kept safe. All practitioners have a comprehensive understanding of safeguarding issues and knowledge of the procedures for safeguarding children. Clear policies and procedures ensure that practitioners meet the welfare requirements of the Early Years Foundation Stage. The building is secured with key coded access and visitors are requested to sign in and out of the building. The outdoor area is secure and daily safety checks of the premises and resources ensure that children remain safe. All staff have gained local safeguarding, risk assessment and paediatric first aid qualifications, in addition to food hygiene qualifications, and consistently implement their knowledge and understanding of policy and procedure to keep children safe.

The manager ensures that there is a good overview of the curriculum through weekly monitoring of the educational programmes in addition to observations of practitioners. This ensures that practice is consistently evolving and there is a broad range of challenging and stimulating experiences to help children progress to the early learning goals. The drive for sustained improvement within the nursery is clear; action plans highlight relevant and accurate areas for development and ensure that children's achievements are fully supported. Parents, children and practitioners views inform long term planning and take into account the needs and thoughts of the community. Parents receive newsletters, attend parent's evenings, receive text messages and have access to alternative methods of communication, such as secure social networking, to ensure that there is a two-way flow of information which enhances children's learning and development. Parents say that they are very happy with the nursery provision, stating that they 'Love it all', and find the parent's evenings very helpful. The manager places a strong emphasis on integrating children within the wider community and they are given opportunities to go on visits, such as to the local Royal National Lifeboat Institution station, where they looked at the lifeboat and quad bikes. Children visit the nearby residential home and sing songs, show the residents pictures they have drawn and listen to stories together. Children are, therefore, extending their knowledge and understanding of people and communities and learning about differences and similarities between people.

Children develop skills they need in order to be ready to attend school, such as using scissors and pencils and listening and following instructions. They are active and busy, proud of their achievements and smile when they identify their own work displayed on the wall. This ensures that when they attend school they already have the attitudes and dispositions required to extend their learning further. The nursery effectively monitors and assesses children of all ages and works in partnerships with other professionals in order to fully identify and support children where required. A communication diary ensures that information is shared between settings in order to promote continuity of care.

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	EY444788
Local authority	Lincolnshire
Inspection number	807439
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	56
Number of children on roll	76
Name of provider	Sarah Jayne Fenton
Date of previous inspection	Not applicable
Telephone number	

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

