

Smarty's Nursery

120 Elliott Avenue, RUISLIP, Middlesex, HA4 9LZ

Inspection date	24/01/2013
Previous inspection date	30/06/2010

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

- The nursery environment provides space and resources for children to play both indoors and outdoors. This environment supports children's physical development very well.
- Children are happy and develop good relationships with their friends and staff. This is because staff are kind, supportive and provide good role models to all the children.
- Staff support children's independence very well. The organisation of the nursery encourages children to make their own choices about the resources they like to play with.
- Staff and management review their practice regularly and make improvements to the service they provide, for the children's benefit.

It is not yet outstanding because

- Opportunities for children to express themselves in their home languages are not being fully explored.
- Activities and spaces that would encourage children to use their imaginations as well as possible are not as well resourced as other areas.

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.

Inspection activities

- The inspector observed children's play and interactions with staff
- The inspector talked to staff, children, parents and management.
- The inspector carried out a joint observation with the nursery manager.
- The inspector sampled documents including staff and children's records, policies and procedures and other relevant documentation.

Inspector

Emma Power

Full Report

Information about the setting

Smarty's Nursery is owned privately by the Partnership of Smarty's Nursery. It operates from three rooms in a dance studio in Ruislip, in the London borough of Hillingdon. The nursery registered in 2009. There are currently 58 children aged from 22 months to under five years on roll. The nursery provides funded early education for children aged two, three and four years. The nursery is open each weekday from 9am and 3pm, term-time only. Children can attend for a variety of sessions, including part time and full day sessions. All children share access to an enclosed outdoor play area.

The nursery supports children with special educational needs and/or disabilities and

children who speak English as an additional language. The nursery employs ten members of staff. The manager and five staff hold appropriate early years qualifications. There is one member of staff working towards a qualification.

What the setting needs to do to improve further

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

- support children's pretend play by providing spaces and resources for children to develop their ideas and use their imaginations as well as possible
- provide further opportunities for children who are learning English as an additional language to express themselves in their home languages by singing songs and listening to music in these, in order to support all children's understanding that families differ.

Inspection judgements

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

Children and their parents receive a warm welcome as they arrive at the nursery, where their 'key person', who takes special responsibility for them, is waiting. Children quickly become engaged in the wide range of activities and resources that are available to them. Children enjoy tracing letters and ask staff for a picture of a cat. Children laugh together at the thought of a cat saying 'woof', showing the good relationships that exist.

Staff arrange the nursery environment in 'zones' to cover all required areas of children's learning. This system provides children with new and interesting challenges to meet their evolving developmental needs daily. Children particularly benefit from the space the nursery provides. They have great fun climbing on the large indoor climbing frame and practising their balancing skills. With staff supervision, children challenge themselves try new things and take supervised risks, so their physical development progresses well. Staff organise a dancing activity and children enjoy each other's company, forging friendships. Hesitant children are gently encouraged by staff to participate; they soon join in the fun.

Organisation of the environment, along with support from the staff, encourages children to become independent and active learners. Resources are plentiful and children easily access items from storage. Children move freely around the nursery following their own interests. They choose resources and carefully put them away once they have finished. Children acquire useful skills that will support future learning. They use the nursery

computer independently and confidently ask staff for help when they need it, showing how well their language skills develop.

Staff meet as a team regularly to plan activities for the nursery. A key person will plan for their group's individual needs, and then implement the plans for all nursery children. All children who attend the nursery have an individual learning plan. Their key person creates this document and reviews it every six weeks. Staff monitor children's progress well; they record their achievements in learning journals and tracking sheets. Staff share these journals with parents; learning journals contain photographs and observations of their child's time at nursery, so parents gain a clear understanding of progress. This system fully supports all children to make good progress in their learning, including those children who may have special education needs and/or disabilities or learning English as an additional language. Overall, the nursery promotes equality well. Staff are able to speak to children in their home languages but they do not do all they might to support children in expressing themselves in their home languages, in order to help other children understand how families differ.

Staff implement initiatives from the local authority, such as to develop children's attention, curiosity and language. Children work in small groups and participate in a mixture of adult and child led activities. Children enjoy the activities and staff interaction. They laugh as shaving foam squelches out of flowerpots and proudly show pictures they have created in salt, learning through exploration and extending their vocabularies well as they do so.

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

Children feel safe and secure in the nursery environment. They arrive and confidently hang up their coats while looking for their friends. Children who are upset are quick to settle following gentle reassurance from a familiar member of staff. Staff implement the key person system well; this enables them to have good knowledge of the children in their care. Staff have good relationships with parents. They use the information parents provide to support children's individual needs well. This system encourages children to build strong attachments with staff and seek reassurance from them when they need to.

Children's behaviour in the nursery is good. They play well together, sharing resources and taking turns on large play equipment. Staff intervene sensitively when a disagreement arises. They get down to the children's level listening carefully to what they have to say. Staff encourage the children find their own solutions. Children forget the disagreement quickly and carry on playing, such as during their game of dinosaurs. Overall, the nursery staff provide a stimulating environment that covers all areas of learning well. Children enjoy some imaginative games and say 'We are going on a treasure hunt' but staff do not provide such a wide range of resources to help them extend and develop their pretend play.

Staff are good role models and support children to make strong friendships and enjoy their time at the nursery. Staff give safety a high priority; they supervise children well and have a good understanding of recognising risk in the environment. Children are thoroughly

encouraged to be independent and make good choices. This happens especially well at snack and meal times.

Staff support children to in learning about healthy lifestyles. At snack time, children choose from a healthy selection of fruit and drinks. They sit with their friends talking about the foods they like best, using their conversation in a social situation, which is a useful skill for their future lives . The nursery cook prepares a freshly cooked lunch daily, which benefits children. All the children who stay for lunch have their personalised place mats, with their name, picture and personal dietary needs. This good practice in ensuring the staff meet children's cultural and individual needs effectively. Meal times are a social time as children chat to staff and serve themselves a nutritious lunch of mince and rice.

The large outside area and ample indoor space is usually well used and means that children have plenty of opportunity to enjoy physical activity. Staff take account of icy weather and assess whether it is safe for children to play outside. The nursery operates a free-flow system whenever possible providing children with the choice in where they like to play best, indoors or out. This further develops skills such as independence and self-confidence preparing all of them well for next stages in their early education.

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

Policies that safeguard children are implemented well. The staff have a thorough understanding of when to be concerned about a child's well- being and the procedure they should follow if needed. Management have strong systems in place to check the suitability of all staff at the nursery. They carry out robust employment and recruitment procedures to meet these requirements of the Early Years Foundation Stage. New staff follow a good induction programme that familiarises them with the nursery routine and policies. All staff receive regular training in safeguarding and first aid. They carry out daily risk assessments and document these to provide a safe environment for children's play.

Management and the staff team have a good knowledge of the requirements of the revised Early Years Foundation Stage. They monitor the educational programmes offered to children by regular evaluation of activities during team meetings. There are good systems in place to assess children's progress, their individual needs and achievements. These ensure that activities and resources continue to be suitable for the ages and developmental stages of all children attending the nursery.

Staff meet with the manager for supervision on a regular basis and are encouraged to access further training. Staff feel that they are well supported and they use training to enhance the nursery's provision. The manager and another member of staff are about to begin a Foundation Degree Course in Early Years, showing their desire to improve their knowledge and skills through gaining further qualifications.

Management along with the staff are striving for continuous improvement. They have a good relationship with the local authority support staff who has supported them to make

vast improvements in their practice and provision since the last inspection. Staff have met recommendations from previous inspections through successfully implementing them, providing better outcomes for the children who attend.

The relationship with parents is good and parents speak highly of the nursery. Staff provide parents with regular updates about their children's learning through emails and parent consultations; therefore, parents feel well informed of their child's progress. Staff also value parents' feedback and use this to evaluate their provision and create useful plans for the future.

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	EY392761
Local authority	Hillingdon
Inspection number	816006
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 5
Total number of places	40
Number of children on roll	58
Name of provider	Smarty's Nursery
Date of previous inspection	30/06/2010
Telephone number	020 8866 8766

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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