

Smarty Pants Private Day Nursery Ltd

212a Horseley Heath, TIPTON, West Midlands, DY4 7QP

Inspection date	21/03/2013
Previous inspection date	02/02/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Prompt action has not been taken to ensure the premises and equipment are fit for purpose and the requirements of health and safety legislation are complied with, including hygiene requirements, to ensure children are cared for safely.
- The risk assessment does not identify all aspects of the environment that need to be checked on a regular basis and does not detail how the risk will be removed or minimised. Therefore, children are not kept safe.
- Opportunities for younger children to learn about the similarities and differences between themselves and others and to see, hear and express themselves in their home language, are not fully maximised by staff.
- Opportunities for younger children to develop their independence at mealtimes by doing things for themselves, such as serving their own food are not fully maximised by staff.

It has the following strengths

- Overall, children are supported to acquire the skills and capacity to develop and learn appropriately and to be generally ready for their next stage in learning.
- Children with special needs and/or disabilities are supported well by staff to ensure they are fully included in the nursery and receive appropriate interventions.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the four play rooms; baby room, 1-2's room, 2-3's room and the pre-school room which operates in a separate building. The inspector also completed joint observations with the officer-in-charge.
- The inspector took account of the views of parents/carers included in the self-evaluation and spoken to on the day of inspection.
- The inspector spoke with the staff and children about the daily routines, children's individual learning and self-evaluation.
- The inspector checked evidence of risk assessments, suitability of the premises and equipment, suitability of the staff and the safe supervision of children.
- The inspector discussed with staff and looked at a selection of policies and procedures which included safeguarding and complaints, health and safety, record of staff and children's attendance, children's learning records, the settings self-evaluation and a range of other documentation.

Inspector

Dianne Sadler

Full Report

Information about the setting

Smarty Pants Private Day Nursery Ltd was registered in 2007 and is privately owned. The nursery is registered by Ofsted on the Early Years Register. It operates from a detached property in Tipton. The setting serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 14 members of child care staff, including the owner and the officer-in-charge. Of these, 12 hold appropriate early years qualifications at levels 2, 3 and 4 and two members of staff are working towards a level 3 qualification. The owner and officer-in-charge also have an early years foundation degree and two members of staff are working towards an early years foundation degree. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. There are currently 75 children on roll, all of whom are within the early years age group. Children attend for a variety of sessions.

The nursery provides funded early education for two- three- and four-year-old children. The nursery support children who speak English as an additional language and children with special needs and/or disabilities. The nursery receives support from the local authority.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

ensure the risk assessment identifies all aspects of the environment that need to be checked on a regular basis and take action to minimise risks

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

- ensure the premises and equipment are fit for purpose and safe by taking prompt action to comply with the requirements of health and safety legislation, including hygiene requirements

- develop the educational programmes for younger children's understanding the world by: providing children with planned experiences and resources which enable them to learn about the similarities and differences between themselves and others, with specific regard to disability and learning about different religious celebrations and events.

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

- provide more opportunities for younger children to develop their independence at mealtimes by doing things for themselves, such as serving their own food

- extend the opportunities for younger children, who are learning English as an additional language, to see, hear and express themselves in their home language some of the time.

Inspection judgements

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

Overall, staff have a sound knowledge of the Early Years Foundation Stage. They use observation and assessment appropriately to identify the individual progress children are making towards most of the early learning goals. Staff share this information with parents who benefit from receiving individual progress reports and attend regular parents evenings. In addition, parents are supported by staff to continue their children's learning at home. For example, parents and children are invited to take treasure boxes home which contain play resources, so that they can explore new situations, such as the birth of a baby. However, teaching is variable and staff working with younger children are less confident. Although this group of staff provide children with an educational programme that covers all the areas of learning, they do not fully extend children's understanding of people and communities in the world. For example, although staff make children aware of

celebrations, such as Pancake day, St Patricks day and Easter, they are not making all younger children aware of a wide range of religious and cultural events. In addition, there are very few positive images in the younger children's playrooms of children and adults with diverse physical characteristics and disabilities. This lack of challenge does not fully prepare this group of children for their next stage in learning.

In comparison, pre-school children learn about the wider world through a wide range of resources which show positive images of ethnicity, disability and all different lifestyles and backgrounds. They learn about each other and explore their families by creating a colourful display of the world map which is displayed on the wall. Pre-school children enjoy exploring the names of different countries and place photographs of themselves on the map, indicating which country their extended families were born, such as Zimbabwe. They are also made aware of a wide range of different religious events and celebrations. For example, pre-school children enjoy exploring the role play area set up as a Chinese restaurant when learning about the Chinese New Year. Consequently, pre-school children are fully supported to move onto their next stage in learning.

Some children, of all ages, attend the setting speaking additional languages at home other than English. Staff in the pre-school room encourage older children to explore all the different languages spoken in their homes. This results in children spontaneously using words they have learnt in other languages during their play. For instance, a child uses words in Punjabi when speaking to another. When asked what it means, the child confidently explains to the inspector it means 'sit down'. However, although staff working with younger children are aware of the languages spoken at home and discuss this with parents, there is scope to improve the opportunities for younger children to see, hear and use their home languages within the setting.

All children benefit from accessing their own individual playrooms, which are interesting and enable children to safely play and explore according to their age and stage of development. They are supported to develop the characteristics of effective learning. For example, staff engage well with pre-school children and have high expectations for their learning. Staff constantly support pre-school children to make their own decisions and think for themselves. For instance, pre-school children choose what to play with and whether they want to play indoors or outdoors throughout the day. Pre-school children demonstrate an enthusiasm for learning and are constantly using language to initiate conversations and communicate their ideas. They confidently and eagerly show the inspector around the outdoor play area, answering questions and explaining what they enjoy doing. They are supported well by staff to explore media, such as mud in the garden and use their imagination well as they pretend to bake cakes. Pre-school children develop their physical skills and concentrate well as they paint brick walls with water mixed with glitter. They enjoy what they set out to do and wait with anticipation as they watch the changes made as the water dries. They are encouraged by staff to consider what they see and notice that the glitter is left behind.

Babies and younger children show a strong impulse to explore and investigate the environment around them. They enjoy exploring toys and resources with buttons and flaps. For instance, babies concentrate appropriately as they push buttons on a musical toy and watch intently as lights flash and music plays. This develops their learning for

technology. Babies are supported appropriately by staff to develop their physical skills. For example, when a baby persists in using the inspector to pull himself to stand, he is given a push-along toy by staff to practise his walking. All babies and younger children are developing their communication and language for speech. They babble and experiment using sounds to communicate for a range of purposes. For example, babies say single words such as 'ta' when given a toy and children aged two to three years enjoy singing nursery rhymes at the meal table. They develop their learning of mathematical concepts as they sing about 'Five Currant Buns' and count down from five to one as each bun is taken away.

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

Staff are not vigilant to ensure children are cared for in a safe environment which protects their health and well-being. Children are provided with meals prepared by staff, who use a kitchen which is not clean or safe and appliances and equipment which have not been checked for safety.

All children benefit from sociable mealtimes in their own individual playrooms, some of which have been recently refurbished, and all of which are bright, clean and secure. Children enjoy healthy and varied meals which include home-made dishes and fresh fruit, such as apple, banana and pineapple for dessert. Children are encouraged to use utensils such as a knife, fork or spoon which develops their physical skills and younger children confidently ask for help when struggling. However, there is scope to improve younger children's independence and self-care skills at this time by encouraging them to do things for themselves, such as serving their own food.

All children are learning the importance of leading a healthy lifestyle. They benefit from accessing fresh air and exercise by playing in the garden at regular intervals throughout the day. Pre-school children eagerly tell the inspector that they are able to go outdoors whenever they wish. All children follow appropriate hand washing routines before and after mealtimes and after using the toilet. In the absence of a bathroom, staff provide younger children with bowls of soapy water and flannels in their individual playrooms. Pre-school children are encouraged by staff to consider why they are cleaning the tables after tea. They show a good understanding for adopting healthy routines by confidently answering, 'because of germs'. All children enjoy visits from members of the local community, such as the police and fire department, and learn about keeping themselves safe. Discussions about strangers with pre-school children and staff results in this group referring to visitors as 'safe strangers'.

All children are developing positive relationships with each other and adults. For example, babies settling into the nursery are forming close bonds with staff and are given lots of cuddles and reassurance. This enables them to settle appropriately and promotes their emotional well-being. All children demonstrate they feel secure in the nursery and are learning to manage their behaviour and feelings. Children are learning to share and cooperate with each other and benefit from being given positive praise and encouragement not only from adults but also from their peers. For example, a pre-school child views the work of another child and exclaims 'wow that's lovely!' This promotes

children's self-confidence and self-awareness.

All children are prepared appropriately for their transition from one playroom to another within the nursery. They benefit from visiting their next playroom at regular intervals in order to gradually become familiar with their new surroundings and new key person. This develops children's confidence and ensures they continue to feel emotionally secure. In addition, parents are encouraged to update the personal details of their children which is recorded on their 'All about me' sheets. Therefore, any changes are discussed with the key person so that children's individual needs are understood and continue to be met.

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

The leadership and management team consists of two joint proprietors, one of whom is jointly responsible for the day to day management of the nursery with the officer-in-charge. They are supported by a deputy and a senior member of staff working in each playroom. The inspection took place following information received by Ofsted that the nursery is not meeting some of the safeguarding and welfare requirements of the revised 'Statutory Framework for the Early Years Foundation Stage'. This includes: security of the premises; safety and suitability of the premises, environment and equipment and maintaining appropriate adult to child ratios. The inspection found that two safeguarding and welfare requirements are not being met. This results in children's health, safety and well-being not being protected. Although there are plans to install a new kitchen, meals are being prepared and cooked in the existing kitchen which is not fit for purpose. Prompt action has not been taken to comply with the requirements of the health and safety legislation as discussed in a recent Food, Health and Safety inspection and detailed in a written report. Managers have not installed a hand wash basin in the kitchen and repaired or renewed damaged work surfaces in the kitchen. Managers have not implemented a system to maintain portable electrical equipment by a competent person and have not had gas appliances checked by a competent person. In addition, the recent risk assessments carried out on the premises and equipment does not identify all these aspects and does not identify how risks will be removed or minimised within the given timescales.

All staff demonstrate a secure knowledge and understanding of child protection issues and the action to take if concerned a child's welfare. They have all updated their knowledge in this area by attending recent training. The nursery maintains clearly written policies which are made available to parents and staff. Children benefit from being cared for by suitable adults who are all recruited and vetted appropriately. The security within the nursery has recently been improved upon and staff:child ratios are maintained appropriately.

The management team and staff all strive to improve the quality of care and learning for all children. Staff working with older children are particularly confident in promoting the learning and development requirements. Their practice is strong and this group of children are supported effectively to make consistent progress in their learning. However, staff working with younger children are less secure in their knowledge and understanding of the learning and development requirements. This results in younger children being provided with a programme of activities, experiences and opportunities that lacks

challenge. All staff benefit from regular supervision sessions which provides them with coaching and identifies their training needs. All staff have recently completed training in managing children's behaviour and two members of staff are working towards a foundation degree. Supervision also fosters a culture of mutual support. Staff who are more confident are encouraged to share their ideas and activities that are working well with others. For example, the pre-school leader shared how parents are encouraged to promote their children's learning at home with the use of treasure boxes. This has now been implemented for parents of younger children.

Leaders and managers work closely with staff and parents to identify the strengths of the setting and discuss and identify areas for future improvement. All recommendations have been improved upon since the last inspection. Plans include continuing with the refurbishment of the main nursery and developing resources accessed by children to promote their learning of diversity within the world. Parents are encouraged to provide the setting with their views in different ways. They have the opportunity to record their views in written questionnaires or discuss them verbally with staff on a daily basis. Parents spoken to during the inspection speak positively about the nursery. They feel their children are progressing well and are developing strong relationships with staff who nurture them and know them well. They particularly benefit from the daily diary which they feel promotes effective communication between home and the nursery. They are pleased with the improvements being made to the nursery building and outdoor areas.

The nursery is also establishing secure partnerships with other agencies and providers, such as school teachers, to ensure appropriate interventions are secured and children get the support they need. For example, additional support staff are employed by the nursery to support children with special needs and/or disabilities. This ensures that this group of children are fully included in the nursery and are supported well in their learning. In addition, children are supported by staff with their introductions into school and information is shared to ensure children's needs are understood by all and consistently 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 action. 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	EY360664
Local authority	Sandwell
Inspection number	909295
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	43
Number of children on roll	75
Name of provider	Smarty Pants Private Day Nursery Ltd
Date of previous inspection	02/02/2011
Telephone number	0121 520 8777

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: 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, which are usually the childminder's 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

