

# Smart Tots

25 Horse Fair, BANBURY, Oxfordshire, OX16 0AE

## Inspection date

21/05/2013

Previous inspection date

07/01/2011

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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 children develop close bonds to their key person, which promotes their personal, social and emotional development well.
- Children are safe and secure and their welfare needs are met effectively.
- Staff plan and provide a broad educational programme, which supports children to make good progress in their learning and development.
- The staff place a strong emphasis on establishing effective partnerships with parents and others to successfully meet the children's individual needs.
- The effective system for self-evaluation means that management know the setting's strengths and weaknesses and are well placed to make continuous improvements.

### It is not yet outstanding because

- Opportunities to encourage children to develop their further interest and enjoyment of books are not fully promoted.
- Children are not always able to listen and concentrate during circle time.

## 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.

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 four play rooms and the garden.
- The inspector had discussions with children, parents and staff.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, policies and procedures and the nursery's self-evaluation.

## Inspector

Kim Mundy

## Full Report

### Information about the setting

Smart Tots Day Nursery registered in 2008. It is one of 10 settings run by Complete Childcare Limited and operates from a listed building in the centre of Banbury in Oxfordshire. The nursery consists of four activity rooms for different age groups and an outdoor area on two levels. There are several sets of steps to access different levels within the property. The nursery is open from 7.30am until 6pm each weekday with later finishes by prior arrangement. It is closed bank holidays and for about a week at Christmas.

There are currently 101 children within the early years age range on roll. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. Systems are in place to support children with special educational needs and/or disabilities and children who are learning to speak English as an additional language.

The nursery employs 20 staff to work directly with the children and all but one of the staff have appropriate qualifications in the early years. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

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

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

- promote children's interest in and enjoyment of books further, for example by developing the book corner areas
- review the way in which circle time is organised so that children can concentrate, and talk about and share experiences without disruption.

### Inspection judgements

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

Children make good progress in their learning and development given their starting points. Staff plan a well-balanced educational programme and use effective teaching techniques, such as open questioning, suggesting and demonstrating new tasks. Good assessment systems are in place and the children's next steps are clearly identified. Parents are

involved in their children's learning; for example, they are encouraged to share their skills such as playing a musical instrument. A thorough procedure for the required check for two-year-old children is in place and parents are fully involved in this check.

Overall, the learning environment is welcoming, stimulating and supportive of children's all-round development throughout the nursery. Children enjoy books and stories, although the book corners are not set up attractively to encourage and invite children's further interest in books. Children achieve particularly well in their personal, social and emotional development. They develop confidence and self-esteem through praise and encouragement. Children acquire independence skills for future life as they begin to dress and undress themselves when going out in the garden and putting on painting aprons. Throughout the nursery, caring and attentive staff meet the needs of babies and children effectively. Babies have good opportunities to learn by using their senses as they handle different materials and objects. Activities, such as rolling cars down a ramp, filling and emptying containers and threading beads on a wire, help to develop children's early problem-solving skills. Babies explore early writing as they make marks with their fingers in paint and use chunky crayons. They begin to show an interest in books as they enjoy looking at their family photograph books. Babies develop their physical skills as they crawl, pull themselves up to standing and walk around furniture and push and pull toys. Staff help babies to develop their speaking and listening skills by using simple words and short sentences during their play.

Children have many good opportunities to practise their early writing skills both indoors and outdoors. They use chalks, crayons and pencils to write for a variety of purposes. Older children enjoy circle time when they are encouraged to talk about something they bring in from home. However, this takes place at a busy time of the day so children are easily distracted by others around them. This means that they are not able to fully listen and concentrate. Children learn about numbers, colours and shapes as they use posting boxes, stacking rings, bricks and puzzles. All children have fun exploring measurement as they fill and empty containers in the sand and water play. More able children sort and match various objects, for example by colour, type and size. They enjoy designing and using their imagination as they build with different construction toys.

Children have good opportunities to develop an understanding of the world in which they live. They find out how things work as they press buttons to make things pop or light up and control the mouse when using the computer. They learn about living things and are proud of the sunflowers they planted. Children observe diversity and difference as they play with multicultural toys and resources and celebrate festivals and special events from around the world. Children develop good physical skills as they develop control over their bodies, for example when balancing on stepping stones. Visiting teachers enhance the educational programme; for example, children enjoy learning French and joining in physical activity challenges. Children develop their creativity and imagination through role-play in the home corner, playing musical instruments and art and craft activities. There is clear evidence to show that children are well prepared for the next stage of their education.

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

Children have close relationships with their key person and other kind and caring staff. Settling in procedures are individual to the children so that they happily separate from their parents. Children behave very well and staff constantly praise and encourage the children. They learn to make good choices and enjoy the sticker reward system. As a result, they grow in confidence and self-esteem. There is a wide range of toys and resources to support children's all-round development. Good quality furniture is available so that all children can sleep, eat and play comfortably.

Children develop a good understanding of living healthy lives. The qualified cook plans healthy snacks and meals and follows food hygiene routines. The nursery provides all food and milk for babies. Children learn about eating healthily when taking part in cooking activities and discussions. Good hygiene practices are apparent throughout the nursery; adults cover their shoes before entering the baby room where babies are crawling. Children follow good hygiene routines, for example they learn to blow their noses and wash their hands during the routine of the day. The nursery's suitable sick child policy is followed in order to minimise possible cross infection. Parents provide required information and written permissions to enable staff to promote children's continuing good health and wellbeing.

Children enjoy daily fresh air and exercise, which helps to keep them fit and healthy. They learn to take responsibility for their own safety. For instance, they practise the emergency evacuation drill, walking up and down stairs and how to use scissors safely. When out and about in the local community, children learn about road safety. Good deployment of staff helps to ensure that children are well supervised and kept safe. As a result, staff effectively promote the wellbeing of the children.

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

The manager is very clear about her role and responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Effective safeguarding procedures are in place to protect children. Staff are very aware of the nursery's safeguarding policies and their responsibilities with regard to children's welfare. Rigorous recruitment and effective induction procedures are in place for staff, to ensure their suitability to work with children. The comprehensive risk assessments cover all areas of the premises and outings to support children's safety and security. All of the necessary paperwork is in place, such as daily attendance records.

The manager oversees the planning and implementation of the well balanced educational programmes. Good systems are in place to monitor staff performance and professional development through the observation of work practices and staff appraisals. Self-

evaluation is good because of the ongoing refining and adjusting of the nursery's service to meet the changing needs of children and their families. Parents', staff and children's views are valued and included as part of the nursery's self-evaluation process.

The nursery promotes inclusion for all children including those with special educational needs and/or disabilities and children who speak English as an additional language. There are effective partnerships with other agencies, such as the speech and language therapist. Parents are particularly complimentary about how staff support their children to speak English as an additional language. Therefore, children's individual needs are met and they get any additional support they need.

Partnerships with parents and others are good. Clear communication systems are in place to promote the children's individual needs, such as daily and monthly diaries, children's learning journals, parent evenings, newsletters and the parent forum. Staff establish good links with the local schools and the teacher visits the children in the nursery to get to know them. Staff provide a leaving report for parents and teachers, which details children's progress towards the early learning goals. Discussions with parents during the inspection reveal they are very happy with the service they receive.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	EY375472
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	913206
<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>	80
<b>Number of children on roll</b>	101
<b>Name of provider</b>	Complete Childcare Limited
<b>Date of previous inspection</b>	07/01/2011
<b>Telephone number</b>	01295 259393

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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, 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.

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