

# Smartees Day Care Nursery

Smartees Nursery, 2 Beer Street, YEOVIL, Somerset, BA20 2AF

## Inspection date

Previous inspection date

28/06/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

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 and staff share a warm relationship, helping children to secure attachments, for the benefit of their feelings of safety and contentment.
- Children enjoy a reasonable range of activities and experiences that help them make sound progress in most areas of learning.
- The management work in partnership with outside agencies to meet children's individual needs.
- Children make better progress in their physical development, and have good opportunities to be creative.

### It is not yet good because

- Systems to monitor the educational programme are not fully effective.
- Staff do not always help children to learn about hygiene during toilet training.
- There are weaknesses in the educational programme for literacy and mathematics.
- Older children's concentration is sometimes hindered by the level of noise in the playrooms.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector held a meeting with the proprietor, manager and room leader.
- The inspector observed children's activities both indoors and in the outdoor play areas.
- The inspector took account of the views of parents/carers spoken to on the day of inspection.
- The inspector spoke with the staff and children at appropriate times during the inspection.
- The inspector looked at a selection of policies and statements, including safeguarding.

## Inspector

Jan Healy

## **Full Report**

### **Information about the setting**

Smartees Nursery registered as a limited company in 2013. It is situated in Yeovil, Somerset. The nursery is open for 50 weeks of the year from 8am until 6pm Monday to Friday. The accommodation comprises of a baby room and toddler room on the ground floor, and three pre-school rooms on the first floor. Each floor has kitchen and toilet facilities, with an additional office and staff facilities. Children have use of a garden to the side of the premises and a covered hard standing play area to the front. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery receives free early education for children aged two, three and four years. There are currently 87 children on roll in the early years age group. The nursery support children with special educational needs and/or disabilities. The nursery also supports children who speak English as an additional language. The nursery employs 20 members of staff, all of whom hold a relevant childcare qualification to level 5.

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

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

- improve the educational programme for mathematics by helping children to understand the concept of number, for example, displaying numbers in a purposeful context for children to see, and encouraging children to use number in their everyday play and learning experiences
- improve the educational programme for literacy by providing more opportunities for children to enjoy books together, and teach them how to handle books with care, to help further their interest in reading and develop vocabulary; display words from different home languages to raise awareness of different scripts.

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

- improve children's understanding about good hygiene consistently, with particular regard to toilet training issues
- keep noise level to a minimum, to allow children to concentrate, to listen and be heard
- improve systems to monitor the educational programme to ensure all areas are covered equally.

**Inspection judgements**

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

Children arrive happily at nursery, because staff provide a relaxed atmosphere where children feel comfortable and at ease with their friends. Staff share a sound partnership with parents, which enables them to gather information about children's routines and starting points. This enables staff to provide suitable support for children. Parents receive regular information about children's progress at three-monthly progress review meetings, as well as through daily chats during arrival and departure time.

Children are making sufficient progress in relation to their starting points and pattern of attendance, because staff have an appropriate understanding about how young children learn. They plan a reasonable range of activities that supports children's interests and individual needs that cover most areas of learning well. Staff promote children's personal, social and emotional development by encouraging them to take part in experiences that are new to them. For example, they enjoy trips to the local post office and learn about how post is sorted for delivery. Children are making good progress in their physical

development, as they actively participate in outdoor play, where they ride wheeled toys. Staff take children for regular walks to the park, where they climb static apparatus and make use of the open space to run.

Children's communication and language is promoted through regular interaction. Staff sit physically close to babies and use their voice to provide opportunities for early conversation. They sing songs during every day routines, such as during nappy changing and encourage older children to prompt discussion through becoming involved in their play. Staff promote some aspects of mathematical play, such as teaching children to use number names in order through number rhymes and songs. However, staff do not display numbers in purposeful context, to help children become secure about the order of numbers. Nor do they encourage them to use numbers in everyday activities. For example, staff do not encourage children to find the correct number of plates and cups when setting the table for lunch. Children have access to a wide range of books, but they are piled on top of each other in boxes, making the selection of a favourite book difficult. Book areas are uninviting and lack comfort. Children mishandle books, because staff do not consistently encourage them to handle them carefully. In addition, key words in children's home languages are not routinely displayed, to show that their language is valued and to reflect different scripts. Staff take children to the library, where they listen to stories read by the librarian and join in with repetitive refrains.

Children have good opportunities to be creative. They experiment with various musical instruments while listening to the changing sounds. Staff encourage them to solve problems, when they design and create models, such as a cooker and rocket using recyclable material. Children learn about a range of significant festivals, such as Christmas, Diwali and the Chinese New Year, which helps to promote mutual respect and encourages children to value each other.

Suitable teaching methods result in children making adequate progress in their learning and development. Staff spend the majority of their time playing with the children. They encourage children to persevere, for instance as they attempt to cut sticky tape with scissors. They ask questions and provide explanations in language that is easily understood. Staff respect children's individual learning styles, and recognise that some children learn better while playing with their chosen friend, while others learn better when playing in large groups. Staff provide sufficient support to help children to prepare for their next stage of learning, including their readiness for school.

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

The key person approach enables children to form secure and positive relationships with staff. This helps children to settle in when they first start. As a result, children arrive happily and separate from their parents with ease. Staff obtain relevant information from parents about their children's likes, dislikes and interests. Staff use this knowledge adequately to enable them to provide for children's specific needs when planning a reasonable range of challenging activities. Children who have a special educational need

and/or disability are progressing reasonably well, because staff work with outside agencies, to seek further support and advice when necessary.

Children are learning about the importance of self-care, which helps to raise their self-esteem and confidence. This is because they are becoming ever more independent, such as locating sun protection for outdoor play. However, staff do not always encourage younger children to follow good hygiene routines, when they are toilet training. Children are beginning to understand the importance of leading a healthy lifestyle. They have the benefit of eating a nutritious lunch, which a chef freshly prepares and cooks on the premises. Staff help children manage simple tasks, such as helping themselves to a drink from a water cooler. This promotes children's independent skills as they confidently learn to manage their self-care skills.

Staff manage the move between playrooms well, because children have the opportunity to play together outdoors, where they meet the others in the nursery. Staff also arrange visits to the next playroom for short periods of time, which gradually increase in length, until children are happy to stay. Staff help children learn to keep themselves safe. For example, staff teach children about road safety on outings and about the importance of holding hands and staying together. In the nursery, staff teach children to keep themselves and others safe when they ride wheeled toys outside, ensuring there is enough space to avoid bumping into each other. Staff have reasonable expectations of children's behaviour, which leads to them having consideration for their friends, such as waiting their turn and learning to share the toys. However, the noise level is sometimes high, resulting in children having difficulty concentrating on their tasks, listening to what is being said and being heard.

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

Management have a sound understanding of their role and responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. Staff attend training and receive support from the local authority and have regular appraisals, to ensure staff strengths and weaknesses are identified. This also enables management to ensure continual improvement for the benefit of all. Children play in safety, as they are well cared for by staff, who teach them how to keep themselves safe, for instance, reminding them to hold a safety rail when going up and down the stairs. Staff understand their responsibilities for protecting children's welfare and understand the procedure to follow, should they have any concerns. Staff inform parents about the nursery's safeguarding procedures, through the written policy. The completion of risk assessments help to ensure that children play and learn in a safe environment both indoors and outdoors.

Partnership with parents is positive. Parents state that staff are friendly, and they will give advice and support when required. Various arrangements for the sharing of information, keeps parents informed about children's progress through informal discussion as well as

written reports. Parents are informed about nursery routines, practices and events through regular newsletters and coffee mornings. A notice board in the entrance hall, displays daily and weekly planning, with ideas offered to parents about how to continue learning at home, to help maximise children's development.

Planning and assessment are monitored, but systems are not sufficiently robust, and not all areas of learning are covered in sufficient depth. Self-evaluation helps to identify some areas for development, and staff show a suitable commitment to make ongoing continuous improvements. For example, plans are in place for a complete refurbishment of all playrooms and outdoor play areas. They intend this to have a positive impact on children's learning, as plans include easier access to toys and resources, which will extend children's ability to have greater choice. Staff work well as a team, creating a secure and happy environment. They meet regularly to review and evaluate their practice and share an ambition to continually improve outcomes for children. Management and staff are aware of the importance of working in partnership with others involved in children's development, to provide a consistent approach to their learning.

### **The Childcare Register**

The requirements for the compulsory 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 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>	EY456557
<b>Local authority</b>	Somerset
<b>Inspection number</b>	900801
<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>	59
<b>Number of children on roll</b>	87
<b>Name of provider</b>	Smartees Day Care Nursery Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01935 411777

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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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