

Smart Kids Childcare

Bhailok Square, Fulwood, Preston, Lancashire, PR2 8DY

Inspection date

Previous inspection date

01/08/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Excellent partnerships exist between parents, carers, external agencies and the staff of the nursery. This means that a highly consistent approach to children's learning is in place and there is joint approach to extend their learning even further.
- Managers conduct very regular robust monitoring of all aspects of the nursery as part of their drive and commitment to the pursuit of excellence. This means that outcomes for all children are consistently improved and their learning enhanced at this wonderful nursery provision.
- Children are actively engaged and enthusiastically participate in a wide range of rich and stimulating activities. Staff follow children's identified learning needs and successfully plan for each child to effectively support their excellent progress towards the early learning goals.
- The nursery recognises the uniqueness of each child and values their contribution to the richness of the provision. Consequently, children feel secure and their families highly respected.
- Exceptional planning for all areas of learning and a strong focus on children's language, independence and development of their physical skills means that they are extremely well prepared for their next stage in their learning.

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 the nursery rooms, the outside learning environment and viewed equipment and resources to support the activities provided.
- The inspector held meetings with the manager of the provision, the deputy and members of staff.
- The inspector spoke with a number of parents.
- The inspector and the manager took part in a joint observation in the pre-school room.
- The inspector looked at the records kept and viewed a selection of children's information, planning and assessment and regulatory documentation regarding adults suitability and children's details.

Inspector

Janet Singleton

Full Report

Information about the setting

Smart Kids Childcare was registered again as limited company in 2013 and has registered charity status. It has been operating in the existing premises for almost three years and has previously been registered in a different premises within the Fulwood area of Preston. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from converted premises within the Fulwood area of Preston, Lancashire. The nursery serves the local area and is accessible to all children. There are enclosed areas available for outdoor play.

The nursery employs 15 members of childcare staff. Of these, six hold appropriate early years qualifications to level 3, three to foundation degree level 5 and a further three to degree level 6. The nursery opens Monday to Friday, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 50 children attending, who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children, who speak English as an additional language and children with 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:

- refine the excellent arrangements for children to independently access the wonderful outdoor play space, to enable them to make even better choices about how they want to use their time.

Inspection judgements

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

Staff expertly use their previous experience and superb knowledge of the learning and development requirements to provide children with a fantastic range of stimulating, exciting and interesting activities to promote their learning and development. Staff plan a rich and varied environment, which allows children to move freely as they make excellent decisions about how they wish to spend their time. The highly effective use of the observation and assessment of children's development, to track their progress and plan for their individual future learning needs, means that children are making outstanding progress considering their age, stage of development and capabilities. Planning is highly individual and the comprehensive tracking ensures planning is in place for any identified gaps in children's learning to be closed. Children delight in making best use of the continuous provision as they are very busy, eager and consistently demonstrate the

characteristics of effective learning. Additionally, the continuous provision, both indoors and outdoors, results in all areas of learning being exceptionally covered. Therefore, children access fantastic opportunities for the development of their physical, creative, mathematical understanding and communication and language development. Children take a very active part in their own learning, planning and thinking critically about what they want to do as they demonstrate their ever increasing confidence. To excite children even further, arrangements for them to move freely indoors and outdoors could be refined. Children are eager to join in as they smile and laugh, making superb choices and developing their high levels of independence.

Staff skilfully extend children's thinking by giving clear explanations and asking them for their thoughts. This they do by sensitively encouraging children to express themselves by asking 'what might happen' and to 'think about what they are doing', for example, as they make play dough. Children excitedly exclaim 'it might be soggy' as they use their expanding language skills to express their thoughts. They learn to turn take and are highly engaged and interested as they delight in the wonderful and engaging activity. Children talk about the changes taking place as the flour becomes 'sticky' with the water. Consequently, they are learning about early science and how substances can change when mixed. They are engrossed as they observe the mixture and feel it on their fingers, pulling and stretching the now malleable dough. Children develop their communication skills and learn about the cultures of others and diversity as they talk at the lunch table. They delight in the wonderful social occasion as they discuss with staff how they get to nursery, they talk about their families and talk about Ramadan and the fasting aspect of Ramadan. Staff explain what Ramadan means and the fasting process. Consequently, children feel secure and their families and cultures are respected. Staff skilfully introduce colours and numbers as children play. They learn about size as they draw around shapes, build towers and make comparisons, such as bigger and smaller than. This develops their early understanding of mathematics to prepare them for the next step in their learning.

Staff plan for children to develop their already competent skills in early writing as they provide opportunities for them to draw and write indoors and outdoors. As a result, children apply marks in lots of different areas, using chalk, paint and pencils to write. This ensures children are enthusiastic about using text during their play. They develop their physical skills as they access the wonderful outdoor environment. Children climb steps, slide down the slide and crawl through the tunnel as they play and explore their bodies to find out what they can do, in an exciting and challenging way. They develop a sense of self and spatial awareness as they learn to negotiate pathways as they run freely or ride the wheeled toys. Children have a lovely relationship with staff as they laugh, giggle and talk confidently as well as demonstrating their understanding of humour. They sing enthusiastically and carry out the actions of popular children songs as they use their imagination to move their bodies to the music. Additionally, babies move their bodies as they listen to the music and delight in the rhythm as they show their pleasure by smiling and laughing with staff. Through staff encouragement and plenty of staff interaction ensures babies communication grows and their vocabulary expands. Staff support babies physical development as they hold babies hands to assist with early walking and provide space and a range of equipment to support their awareness of space, themselves and others. Consequently, babies are prepared for the next stage in their learning.

Children are delighted and make strong links with home and the nursery as they take home the 'take home bear' complete with its own suitcase, clothes and everything it needs for its stay with the family. This provides an opportunity for each family to share what they have been doing at the weekend in nursery. Children excitedly look at the bear's diary and talk fondly of the time the bear went to their home, confidently relating to events in the past. Staff works very closely with parents and have highly successful strategies for involving them in their child's learning. The key person invites parents into the nursery to discuss their child's learning journey record, assessment and plans for their future development. They provide a comprehensive review in the form of a written summary of their child's development across all areas of learning and ask that parents contribute to their children's learning and summary by sharing information from home. Consequently, children's learning is supported both at the nursery and at home. Support for those children, who have special educational needs and/or disabilities or English as an additional language, is highly effective. As a result, children are exceptionally well supported and their development is planned for and addressed, in order for them to make the best possible progress towards the early learning goals.

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

An extremely well-organised key person system means that children are very well supported, resulting in close and caring relationships being formed. Consequently, children are emotionally secure, happy and very settled in the nursery. A buddy key person system operates when the main key person is off duty or absent. The close relationship with parents and the obtaining of all personal details, routines and the likes and dislikes of the children enables staff to meet individual welfare needs. Changes to children's routines are agreed with parents and only made to the benefit of the child to promote their well-being. Therefore, children are secure and feel confident in the environment, resulting in children eagerly exploring their surroundings and engaging in the wonderful activities on offer. The learning environment is exceptionally well resourced and inviting to all children to promote their learning and development. Therefore, children are provided with strong foundations on which to explore their own learning.

Children are excited and motivated as they learn about managing risks and keeping safe. This is achieved through activities, such as, gluing and the safe use of scissors when playing indoors and by exploring the wonderful outdoor areas. They enjoy climbing, running and using large equipment as they develop their understanding of risk and additionally, their spatial awareness. Children are helped to manage their feelings as they hold discussions at circle time and talk about and include, the 'persona doll', who comes to visit the nursery. The use of the doll provides staff with excellent opportunities to introduce discussions about feelings, supporting each other and becoming responsible for how others may feel.

Children's understanding of personal hygiene is supported as staff place posters for hand washing and take every opportunity to talk about germs and being clean. Additionally, children readily use face cloths after mealtimes and together, they talk about being clean. Children's independence is further promoted as staff encourage them to pour their own drinks and self-select their own fruit at snack time, additionally, they clear their plates

after lunch. Children complete this task with enthusiasm and this demonstrates their high levels of confidence and independence and contributes to their understanding of risk. The importance of healthy lifestyles is effectively promoted from an early age because the staff involve children in comprehensive discussion about healthy foods and explain the healthy benefits of fruit and vegetables during their snack and lunch time.

Children demonstrate exceptional behaviour considering their young ages. This is as a result of the staff giving children individual attention combined with setting realistic boundaries for behaviour. Staff work exceptionally well with parents on children's behaviour management to ensure a highly consistent approach is maintained. Consequently, children have a high level of respect for each other. Children benefit from these excellent processes to ensure a smooth transition to their next stage in their learning. The nursery has developed beneficial close working relationships with other settings as they share learning and work closely on children's individual needs. Parents play a very active part in the process and share information through the communication book. Additionally, the development of children's self-help, confidence and skills in working cooperatively with others means that they are exceptionally well prepared for the next stages in their learning and transitions to other settings and school.

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

The inspirational leadership and management of the nursery contributes to the high achievements of the children while at the setting. The managers ensure all staff are fully supported to create a strong and effective team, who have high expectations for all children in their care. Through staff's expert knowledge and understanding of the children they care for, means that plans for their individual learning is exceptional. Rigorous monitoring of the implementation of the Statutory framework of the Early Years Foundation Stage results in children being active learners and achieving to the best of their ability. Staff are totally committed to protecting children and all have a robust understanding of their role in safeguarding children. Extensive child protection policies and procedures are known and understood by all staff. Training for safeguarding is a requirement of the nursery and must be completed by all staff as part of their induction.

Staff keep meticulous records for health and safety, for example, cleaning checklists are displayed, risk assessments and the monitoring of the accident records results in children being further safeguarded. The recruitment of staff is robust and a strong approach to the appraisal and supervision of staff is taken. Training and the undertaking of a personal development plan for all staff, is part of their contractual commitments. This means that all staff are supported to continually develop their skills. Consequently, outcomes for all children are continually improving in this inspirational nursery. Staff are very positive and make their contributions known through room and full team meetings. Notices and policies of the month keep staff up to date with any changes. The management and staff demonstrate a firm commitment to the continuous improvement of the nursery. They are highly reflective and continually assess their performance to target areas for improvement, for example, reassessing the effectiveness of the outdoor area.

The partnership between parents and carers is highly beneficial and effective in sharing information about their child. This means that children's needs are individually planned for and all individuals involved in the child's life contribute to the assessment process, which results in them being meaningful and highly appropriate. Parents are encouraged to play a full and active part in the nursery through a range of forums, such as, questionnaires, communication books, newsletter and parents' evenings. The voice of parents is very strong and comments are acted upon. Parents' comment on their child's assessment and are consulted on a daily basis as they collect their child.

Parents speak extremely highly of the staff and the care and education of their children. They particularly report on their children's excellent progress in the prime areas of learning. Additionally, links with other agencies and settings are very strong meaning that children's needs are extremely well met. This means that children, who have special educational needs and/or disabilities and those, who speak English as an additional language are well supported. The nursery works well with other schools to aid children's transitions onto school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY453915
Local authority	Lancashire
Inspection number	904941
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	106
Number of children on roll	50
Name of provider	Smart Kids Childcare
Date of previous inspection	not applicable
Telephone number	01772 719719

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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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