

Little Smarties Academy

Rocky Lane, Great Barr, Birmingham, B42 1NG

Inspection date

24/09/2013

Previous inspection date

17/11/2009

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

- Children are well supported in their learning as staff are very attentive to their needs, which ensures that all children make good progress with their learning.
- There are very good partnerships in place with local schools and teaching staff, which means children are supported as they move into full-time school.
- Day-to-day management and professional supervision are of a good quality and support ongoing improvements. Staff are encouraged to progress with professional qualifications and there is an excellent sense of teamwork.
- Staff make parents feel welcome at all times as they exchange useful information with staff on a daily basis. This keeps parents well informed regarding their child's progress and enables them to share ideas for supporting children's learning further.

It is not yet outstanding because

- There is further scope for children to have access to a wider range of reading books, so they can look at these independently.
- There are further opportunities for children to develop their own creative ideas through making marks and drawing simple shapes, such as circles and lines.

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 conducted a joint observation of children's activities and staff child interaction with the manager of the nursery.
- The inspector held a meeting with the owner and the manager during the inspection.
- The inspector looked at children's development folders, children's and staff files and a selection of policies and daily records.
- The inspector spoke to the manager, owner and other staff throughout the inspection.
- The inspector observed activities in the nursery, the outside learning environment and children having their lunchtime meal.

Inspector

Susan Rogers

Full Report

Information about the setting

Little Smarties Academy was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted semi-detached house in the Great Barr area of Birmingham and is one of two nurseries privately owned and managed. The nursery serves the local area and is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions.

There are currently 37 children on roll, who are within the early years age range. 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:

- review the storage of children's reading books, so these can be easily accessed and children can look at these independently
- provide more opportunities for children to develop their creative ideas through making marks and drawing simple shapes, such as circles and lines.

Inspection judgements

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

Children settle well and enjoy the time they spend in this small and homely nursery. Staff plan a wide range of activities that follow children interests and preferred ways of learning. This ensures they make good progress in their learning as they are provided with enjoyable and challenging learning experiences. Careful planning is in place to ensure that the next steps in children's learning are identified. This results in children's individual development needs being consistently recognised and worked towards. Observation and assessments are used successfully and are shared with parents, so that they are included in their child's learning. Staff provide parents with activities to support them to continue with their child's learning at home. Children enjoy listening to story time in a large group

or selecting a book for a member of staff to read to them. They enjoy looking at the pictures and some of the older children are beginning to understand that text carries meaning, however, many of the books are stored in a far corner of the room. As a result, there is further scope for children to have improved accessibility to these books, so they can look at these independently.

Children enjoy their mealtimes where they eat together in a designated dining room. Staff sit with children and encourage them to talk about activities they have enjoyed during the day and any recent events in children's lives that they wish to share. This provides opportunities for children to celebrate their birthdays and sing songs together. Staff use mealtimes as a positive experience to encourage children to socialise with each other. As a result, children communicate well and with confidence. Children explore a range of malleable materials and are well supported by staff as they use the water tray and sand tray. Staff further children's mathematical understanding of volume and quantity by encouraging children to describe how much is in their containers. For example, whether or not the container is full or empty. These experiences also encourage children's imagination as they pretend to cook for one another and describe what they are doing. Children enthusiastically join in the singing session where they match movements to music. They enjoy using stencils as they draw inside shapes, which helps them recognise numerals and letters. However, there is further opportunity for children to draw shapes, lines and marks without using stencils, to further develop their own creative ideas.

Children are supported as they learn skills that will help them to prepare for school. They become independent as they put on their own coats and outdoor shoes and learn how to behave safely outdoors during frequent outings to nearby communities, the library and shops. They are kind and considerate to each other and are learning how to effectively include each other in their games and during role play. Many children offer to help each other, particularly when they use the dressing-up box and need help fastening an item of clothing. Children are learning to adapt to the various routines in nursery, for example, lining up together before going outside. Staff work hard to include all children. For example, they effectively support children who speak English as an additional language by learning many keywords and phrases in the child's home language. This promotes children's self-esteem and encourages them to learn English quickly. Children who have special educational needs and/or disabilities are fully included. Staff adapt activities and ensure that children have reassurance and one-to-one support if this is needed. Staff are skilful in recognising children's individual learning needs, encouraging them to become included and join in activities at their own pace. Children are taking a positive interest in the natural world as they help care for the nursery goldfish and help to grow carrots and herbs in the garden.

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

An effective key person system is in place, which helps promote children's well-being and independence. Children form secure emotional attachments as staff are very attentive and as a result, provide good support for children's individual needs. Positive interaction between staff and children encourage children's feelings of safety as they feel reassured as staff offer them a cuddle when they become tired. Children who are settling into the

nursery are provided with very good care and understanding. Staff frequently reassure and comfort them and are skilled at diverting children's attention, so that they quickly adjust and begin to enjoy their activities. Children's move to a different room in the nursery is managed well as the small size of the nursery is used to positive effect. All children are cared for together at the beginning and the end of the day in the same area, so there are opportunities for the younger children to become familiar with their new room. The relaxed atmosphere in the nursery also enables younger children to go into the pre-school room and collect a piece of equipment if they wish. Staff further extend this settling-in period, by providing several visits to the child's new room, which enables them to become familiar with staff and their new surroundings. Parents are fully consulted and their involvement is greatly valued before the child makes the move into their new room. There are strong partnerships in place with local schools. Teachers are welcomed into the nursery to observe children in the nursery environment where children are confident and comfortable. This ensures that children's move between nursery and their school is a positive experience.

Children's health is well promoted as there are clear and comprehensive methods in place to ensure children develop an understanding of a healthy lifestyle, which protects them from infection. They enjoy healthy meals and snacks, which are cooked on the premises and younger children are encouraged to feed themselves promoting their independence. Children who wish to have a sleep at nursery are closely supervised by staff, who remain in the room with them at all times to reassure them if they wake. There are good resources in the nursery which are often replenished as the nursery regularly renews the equipment available. Children have plenty of opportunities to use the outdoor play area and extend their physical skills through pedalling bikes, climbing and using bats and balls. They extend their creative ideas as they use the playhouse and include each other in their imaginary play scenarios.

There are many opportunities for children to develop an understanding of the wider world. For example, they visit the local shops to buy fruit for the nursery and visit the local pet shop. Children of all ages are able to travel using the local train station and bus during well planned outings. This enables children to explore their wider communities and become interested in different occupations and ways of life. Children learn about their own safety as staff gently remind them of how to use resources safely as they play. Children behave well and there are effective methods in place to support and encourage positive behaviour and develop their self-esteem. For example, staff act as positive role models and enthusiastically praise children for all their achievements. Staff encourage children to have fun as they play which ensures they enjoy activities. As a result, children play happily alongside each other as they learn to share and take turns.

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

There are robust monitoring methods in place that ensure that the educational programme accurately meets the needs of all children that attend. As a result, staff have a good understanding of effective teaching methods and use their knowledge to effectively support children's learning. Staff are encouraged to further develop their professional

qualifications as the nursery management allows them to have time to study. The management have high expectations and support staff effectively through performance management reviews and regular appraisals. This enables managers to identify staff training needs and ensure they are further supported, resulting in a strong and well established staff team. The opinions of parents, children and staff are actively sought when planning improvements and further developments in the nursery. Staff meetings are used effectively to reflect on what the nursery is offering and how any improvements can be driven forward and achieved. As a result, the nursery is effective in identifying its weaknesses and strengths and putting in place action plans that are clearly targeted. Recruitment procedures at the nursery are strong. References are obtained and Disclosure and Barring Service checks are undertaken before staff go through the induction process. This ensures that all staff working with children are suitable to do so and competent to fulfil their roles. There are strong organisational structures in place to ensure that staffing ratios are met at all times. The manager plans in advance which staff are needed to care for children that are booked into the nursery on any particular day. As a result, staff and ratios in the nursery meet requirements and children are well supported during their activities.

Children are safeguarded well as staff are very vigilant and ensure that children play in a safe and secure environment. All staff have attended safeguarding training and have good awareness of how they would respond if they had concerns over a child's care. The nursery has forged very strong relationships with local schools and welcomes visits from teaching staff. This provides very good support for children who are moving into full-time school. Staff have opportunities to visit the local schools where children will transfer to and exchange information using a transfer document and discussions with the child's new teacher. There are effective partnerships with outside agencies to support children who have special educational needs and/or disabilities. Key persons play a significant role in putting together the child's individual education plan and ensure this is implemented throughout all aspects of the child's learning and play. The partnership with parents is strong as there is a wide range of social activities that include parents and encourage them to become actively involved in the nursery. Regular review meetings and parent consultation sessions enable parents and staff to understand their child's learning needs. Staff are welcoming and friendly and ensure that they discuss children's progress with their parents when they arrive at the nursery and collect their child.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary 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

Unique reference number	EY152795
Local authority	Birmingham
Inspection number	936729
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	37
Name of provider	Tasmiya Ahmed
Date of previous inspection	17/11/2009
Telephone number	0121 358 0481

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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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