

# Smartys Toddler Nursery

2 and 4 Taverners Drive, Little Stoke, Stone, Staffordshire, ST15 8QF

## Inspection date

26/11/2013

Previous inspection date

01/08/2011

## The quality and standards of the early years provision

**This inspection:**

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Previous inspection:

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## The quality and standards of the early years provision

### This provision is good

- The leadership team are well qualified and experienced and have high expectations for the toddler nursery. This results in a staff team who are well supported and motivated to continually seek improvement.
- The nursery is a welcoming, stimulating and well-resourced environment. Staff organise a broad range of activities to meet children's needs and interests. Consequently, children are active, engaged, enjoy their play and as a result, make good progress.
- Monitoring of staff practice is robust. As a result, areas for improvement are quickly identified and addressed.
- Children with special educational needs and/or disabilities are fully supported. Staff work professionally with parents and other professionals. As a result, all children are effectively supported to reach their full potential.

### It is not yet outstanding because

- There is scope to further develop staff's questioning skills so that this stretches and challenges children's ability to problem solve and encourages them to think critically and express their ideas even further.

## 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 taking place in and outdoors and in each room of the toddler nursery.
- The inspector took into account the views of parent's.
- The inspector looked at a range of children's learning files and policies written for the setting.

## Inspector

Vicky Orlando

## Full report

### Information about the setting

Smarty's Toddler Nursery is one of three nurseries run by Smarty's. It opened in 2001 and operates from two converted houses, near to Stone town centre. The nursery is open each weekday from 7.30am to 6pm, all year round. All children share access to a secure enclosed outdoor play area. There are currently 58 children aged from one to five years on roll. Children come from a wide catchment area, as most of their parents travel to work.

The nursery employs nine full-time and three part-time staff. Of these, nine including the manager, hold appropriate early years qualifications at Level 3. Two staff hold qualifications at level 2. One is working working towards a Level 3 qualification and one is working towards a degree in Early Years Education. The nursery is registered on the Early Years Register and the compulsory and voluntary part 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:

- develop further the use of skilful questioning that extends children's thinking and problem solving when they complete tasks, so that this aspect of teaching provides the very highest level of challenge for children.

## Inspection judgements

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

All staff have a secure understanding of the Early Years Foundation Stage and know how to provide a broad range of experiences that interest children. Staff know their key children well and use daily observations to inform them about what children are achieving. The quality of teaching is good. Children are happy and engaged in activities. All staff question children during activities. However, there is scope to build on this to ensure that skilful questioning develops children's critical thinking and encourages them to express their ideas to the very highest level. Children with special educational needs and/or disabilities are supported well. Staff promptly react to, and plan for, children's changing needs and effectively use the support of other outside agencies. This means that all children reach their full potential. Staff demonstrate that children are making good progress in all areas of learning. They make notes about what the children are able to do, which are transferred to their learning files at the end of the day. Staff are aware at all times of children's achievements and learning. Parents contribute to the initial assessment of children's capabilities on entry. They are kept well informed of their children's progress through regular discussions and parent's evenings. Many of them contribute observations from home by adding comments to the 'proud clouds' which are displayed in the

downstairs room. This makes the children and parents feel valued. These are used by staff to inform their planning of experiences for the children so that they are well matched to their needs and interests.

Communication and language skills are fostered well. Staff encourage children to describe what objects feel like. For example, children scoop up porridge oats with tools in a tray and they add glitter. Staff ask children what it looks and feels like. Children shout out words, such as 'grass' and 'twinkly' to describe how the shredded paper feels like in the hands when it is provided on a large tray. They delight in throwing it in the air and pretend it is 'sparkly snow'. This encourages their communication skills and offers sensory opportunities to explore different textures. Older toddlers enjoy singing along to phonics rhymes with staff. This encourages their knowledge of sounds and helps to prepare them for the move to the pre-school building. Staff provide opportunities for children to play outside and select which equipment they would like to play with. Children use trikes, cars and tyres to manoeuvre around the printed road on the soft outdoor flooring. They choose a variety of tools to use in the gardening area. These help to develop physical skills by digging the soil and planting. Many children choose to feed carrots to the nursery pet rabbit. Staff use this opportunity to talk about healthy food and keeping the rabbit healthy and safe. The use of mathematics is used across many activities. Children count how many carrots the rabbit eats and they count in their songs while they wait for lunch. In this way, staff use opportunities effectively to incorporate areas of learning within the daily activities.

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

Children are assisted in making a smooth transition to the toddler nursery from the baby bungalow nearby. Visits are offered for the children and parent's where they have opportunities to ask questions to staff. Children start at the toddler nursery only when staff and parents feel children are ready, which ensures a successful and happy transition and the opportunity to develop relationships with staff. A well-embedded key person system ensures children approach all members of staff when they need reassurance. Parents spoken to on the day clearly indicate how strongly they feel about their child's progression in the setting and speak highly of the strong relationships between staff and children. Children's behaviour is good. They respond to gentle reminders of how to care and be kind to each other when a child takes a toy from another for example. As a result, staff create a calm and happy environment, which means children learn right from wrong in a nurturing and caring setting.

Children move freely and safely around the rooms, which consist of the whole of downstairs for the young toddlers and upstairs for the older toddlers to use. They enjoy the freedom of choosing a wide range of activities that are easily accessible to them. They benefit from the thoughtful layout, which includes designated areas for rest or active play. Children are able to meet their physical needs as they can curl up on the colourful sofas when a story is read or they are tired. Children rush to the sofas when a favourite story book is brought out along with a variety of animal puppets. Children join in with the story and use the puppets while copying actions from a popular rhyme. Consequently this allows children to feel secure and enjoy a variety of literacy and print that is brought to life with

images and puppets.

Children are provided with healthy snacks and meals which are freshly prepared by the nursery chef. Children are taken a few at a time to wash their hands while the others join in songs and rhymes. Children are familiar with this routine and are learning self-care skills and hygiene as they tell staff why they are washing hands before eating. The children choose and sing songs while their lunch arrives and all children use knives and forks to eat competently. They are developing skills of independence well and staff intervene only when necessary. Staff work well as a team sharing information about the children's care needs and education. This ensures the children are well prepared for their transition nearby to the pre-school building.

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

The nursery is effectively led by the provider and the manager. They share a desire to provide a high quality of care and have carefully recruited suitable, enthusiastic and motivated staff who hold a similar vision. Consequently, all staff from young in service to old, are dedicated to meeting children's needs and strive to improve standards. The manager has an excellent understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage and safeguarding requirements are fully understood. Safeguarding and child protection policies are fully understood by all staff and are reviewed and discussed regularly. Staff have a range of policies and procedures in place and also display some on the wall so they can refresh their knowledge on a regular basis. There is a strong focus on training and all staff are fully encouraged and supported to undertake and request training. This information is disseminated well amongst staff in daily discussions and regular team meetings. Training has a strong impact on the quality of care at this setting. Recent Macaton training is being learnt and used daily with one child who requires this and all children learn signs for words, such as 'drink' for example. Training also helps to ensure that staff follow correct procedures and provide effective care to enable children to progress well in their learning and development. The manager monitors staff practice, for example, by asking questions to explain which areas of learning are supported by an activity they are implementing. This allows staff that are training to relate theory to practice and apply their understanding effectively when teaching children.

The manager strives for improvement and this is demonstrated in a clear, detailed self-evaluation and improvement plan. The plan identifies strengths and weaknesses and involves the views of parents and staff. Partnerships with parents are excellent and partnerships are well established with external agencies. These make a strong contribution to meeting the needs of all children and interventions are quickly secured to support children with special educational needs and/or disabilities. Recommendations from the previous inspection have been fully addressed. For example, all staff follow the observation and assessment procedure and observe children daily so that they can see what skills children are gaining and all staff's knowledge of safeguarding is secure. As a result, children are kept safe and all staff know how they would report any safeguarding issues. The good day-to-day management of the nursery and effective use of supervision,

monitoring, coaching and training results in a motivated and happy team that are enthusiastic about the children's care and learning. The manager is involved daily in the care of children and this enables her to model good practice and monitor staff who are training or younger in service.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	218486
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	876317
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	58
<b>Name of provider</b>	Janet Skelton
<b>Date of previous inspection</b>	01/08/2011
<b>Telephone number</b>	01785 817974

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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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