

# Smartie Pants Day Nursery

Ruskin Court, Ruskin Road, MABLETHORPE, Lincolnshire, LN12 1BP

<b>Inspection date</b>	07/11/2013
Previous inspection date	19/12/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 form strong emotional bonds and attachments with staff because an effective key person system makes them feel safe and secure in the setting.
- Staff use a varied range of teaching methods to support learning and provide activities that interest and motivate children to learn. Planning makes clear reference to children's interests and development needs so that they make good progress towards the early learning goals.
- Strong partnerships with parents and other professionals are effective in safeguarding children in the setting.
- The setting is led and managed effectively. There is a clear vision for the future which involves the whole staff team working together to secure improvements within the setting and ensures they feel valued and motivated to provide a quality learning experience for all children.

### It is not yet outstanding because

- Occasionally during activities some staff do not skilfully question children enough to develop their critical thinking and extend 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 children's activities in the main pre-school room, baby room and outdoor area.  
The inspector held a meeting with the manager and spoke at appropriate times to staff throughout the sessions. A joint observation of staff's practice was carried out with the manager.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day of the inspection.

## Inspector

Carly Mooney

## Full report

### Information about the setting

Smartie Pants Day Nursery was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a single storey building in the town of Mabelthorpe, Lincolnshire. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The setting employs ten members of child care staff. Of these, six hold appropriate early years qualifications at level 3. Two of these staff, including the manager also have a degree in Early Childhood Studies. The setting opens Monday to Saturday all year round, except for one week at Christmas. Sessions are from 7.30am until 6.15pm. Children attend for a variety of sessions. There are currently 76 children attending, of whom 53 who are within the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports a small number of children with special 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:

- enhance the already good opportunities for children to develop their communication, language and critical thinking skills by ensuring the best use of questioning and modelling of language is consistently used during activities.

### Inspection judgements

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

Teaching overall is good. Staff listen carefully to children, take an interest in what they say and support them well in activities. For example, a staff member, exploring the mud pit with pre-school children outdoors uses lots of creative language as she supports them to make their mud pies. She talks about the mud being sticky, runny and gloopy. She follows children's curiosity at finding a worm in the mud, talking about its shape, size and texture before helping them to carefully place it back where they found it. Staff talk meaningfully to children about what they see and do and in general model clear language that promotes their early communication skills. However, on some occasions with the pre-school children some staff do not make enough use of skilful questions to allow children to fully develop their critical thinking and extend their learning. For example, during a pizza making activity staff did not encourage children to talk about the ingredients or introduce mathematical language, such as half, when chopping foods. Planning is effective in providing a broad range of interesting daily activities, based on children's interests and individual learning needs. Staff assess and track children's progress, keeping a clear record

of their time at the setting. Records are regularly monitored for effectiveness to ensure that children are making good progress towards the early learning goals and gaining sufficient skills for the next stage of their learning, such as starting school. Parents contribute to their children's learning by sharing their observations from home which is used to support the planning of activities. Progress is shared through daily conversations, diaries with the youngest children and yearly parents' meetings.

A well thought out learning environment ensures children have good opportunities to become active and independent learners, especially in the garden with lots of opportunities for sensory and exploratory play in the natural environment and through sand and water play. Staff take advantage of their seaside setting and take part in 'beach school' each week to enhance learning for all children, including babies. For example, at the beach, older children listen to stories, look for sea creatures and count and sort with pebbles and shells. They learn to compare sizes with three star fish that they have found which effectively supports and enhances their knowledge of mathematical concepts. Staff play with babies at their level, provide clear modelling and encouragement and give them good opportunities to explore the toys and resources available. For example, staff show babies how tapping a wooden spoon on the musical instruments produces a sound. Babies watch carefully and copy the action successfully. They enjoy engaging in singing activities, using a sound basket to make their choice of the songs they would like to sing.

Children with special educational needs attend the setting and are well cared for by caring and supportive staff. They understand children's individual needs well, giving time and space for children to explore their environment and provide challenge appropriate to their needs. Staff work very closely with parents, health care professionals and other outside agencies to help children learn and develop to their full potential. For example, they hold regular meetings to discuss progress and set precise individual targets which are implemented well by all staff. Children's understanding of valuing and respecting others is supported through their play with suitable resources that promote their own culture and that of others.

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

An effective key person system enables children to feel safe and secure within the setting as they develop strong emotional attachments with staff and each other. For example, children greet their friends with a warm hug on arrival and staff enthusiastically greet children at the door so that both they and their families feel welcome. Children settle well due to the kind and caring nature of their key person. For example, babies enjoy regular cuddles, while older children cuddle up close at circle time to listen to a story. Children's individual care needs are met through clear systems for nappy changes, sleep and feed times. A thorough induction process for children and their families means that staff develop a strong appreciation of the diverse backgrounds of the children that attend. Clear information is gathered from parents regarding children's starting points and a clear exchange of information takes place at collection time. Relationships have developed well with several local schools children attend which aids a smooth transition. Teachers visit the setting during the summer term and children engage in activities, such as 'school' role

play to familiarise themselves with aspects of school life.

Play spaces are organised well to support all areas of learning and children choose resources independently. Children behave well with good encouragement from staff to share and take turns in activities. They are familiar with routines and rules, such as making sure they use their 'walking legs' when moving around inside and a special helper of the day helps children to gain a sense of responsibility. For example, children help to stack chairs, wipe down tables and sweep floors after meal times. Children are given good opportunities to develop their independence and recognise their own needs before starting school. For example, they pour their own drinks and wash their hands before eating and learn to put on shoes and fasten their coats.

Children develop an awareness of maintaining a healthy lifestyle as they eat a good variety of meals and snacks which promote a balanced diet. Staff talk to children about healthy foods that make them grow and keep them strong. Children engage in regular active play, as they have daily opportunities to develop their physical play in the spacious garden or on regular walks in the community. Staff provide children with a safe environment in which to learn and also encourage children to think about their own safety. For example, the action to take in the event of a fire and handling knives safely when preparing foods.

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

Children are safeguarded well by caring and vigilant staff who have a clear understanding of the action to take should they have concerns about a child. The procedures to follow are displayed in every room for easy reference and all staff are trained to an advanced level. A robust system of recruitment is in place and appropriate checks to safeguard children carried out on all adults. Strong relationships with parents means that good channels of communication are in place and staff are kept aware of children's individual needs and family backgrounds at all times to ensure they are fully safeguarded. Staff endeavour to provide a safe and secure environment for children through robust risk assessments and daily checks. Cleaners are employed to ensure the premises are kept free from hazards. Staff are deployed effectively around the setting to ensure the safety of children as they play and ensure that ratios of staff to children are met. The premises are secure and children are unable to leave the setting unsupervised.

The manager of the setting demonstrates clear vision for her setting and endeavours to provide a quality learning environment for all children which motivates them to learn. Staff, through clear guidance from the manager have developed a thorough knowledge and understanding of how children learn and support children effectively overall to make good progress in their learning and development. Staff's performance is monitored formally through supervision meetings and informally through discreet observation of practice. Staff are encouraged to develop professionally through attending regular training that will benefit their practice. For example, staff have attended 'Beginning with babies' and 'Talking with two's' to enhance their practice with the youngest children. A clear

process of self-evaluation is in place where staff's opinions are highly regarded and they take responsibility for areas of improvement. This enables staff to feel valued and motivated to enhance children's experiences over time.

Since the last inspection staff have developed their working relationships with a number of outside professionals in order to enhance children's experiences at the setting. Staff are vigilant at recognising when intervention is required and ensuring that this is secured quickly to meet children's needs. Staff work well with parents to ensure they are always aware of their children's time at the setting and the progress they are making. Parents feel that children settle very quickly and have formed strong bonds with staff. They find staff very approachable which they feel is an important aspect when they are caring for their children. Overall, the setting is organised well to create a warm and welcoming environment in which children feel safe, secure and happy.

### **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	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>	EY444788
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	942062
<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>	56
<b>Number of children on roll</b>	76
<b>Name of provider</b>	Sarah Jayne Fenton
<b>Date of previous inspection</b>	19/12/2012
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

