

Little Smarties Academy

218 Hamstead Road, HANDSWORTH, Birmingham, B20 2RE

Inspection date

Previous inspection date

03/12/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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| 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

- Staff plan interesting activities based on children's needs and interests. Teaching is good and staff assess their progress effectively so that each child builds on their learning.
- Children are safe, as staff implement effective policies and procedures and give a high priority to children's safety and well-being.
- Parents are involved in children's learning and development, as staff encourage them to share daily information so that each child's needs are met.
- Staff teach children to make healthy food and lifestyle choices through the nutritious food they provide and through daily outdoor play and exercise.
- Children are emotionally secure and happy, as staff are very caring and meet children's needs in a welcoming, family environment.
- The monitoring and self-evaluation in the nursery is effective and there are good links with other local early years providers so that staff share ideas and good practice, which improves children's learning experiences.

It is not yet outstanding because

- There is more scope to extend children's already good learning opportunities outside through the provision of an even wider range of resources and activities.

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 three playrooms and the outdoor play area, including a joint observation with the manager of the nursery.
- The inspector held meetings with the manager and the provider of the nursery.
The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working in the nursery and a range of other documentation.
- The inspector also took account of the views of parents and carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full report

Information about the setting

Little Smarties Academy was registered in 2013 and is managed by the provider and the manager. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from five rooms in a converted detached house in the Handsworth area of Birmingham. It serves the local area and is accessible to all children. It opens on Monday to Friday from 8am to 6pm, all year round, with the exception of a week at Christmas and bank holidays. There is an enclosed area available for outdoor play.

The nursery employs six members of childcare staff. Of these, all hold appropriate early years qualifications at levels 3 to 5. Children attend for a variety of sessions. There are currently 17 children attending 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 with special educational needs and/or disabilities and for whom English is an additional language. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- extend children's already good learning in the outside area through extending the range of resources and enhancing the environment to further challenge and stimulate their interest, for example, by providing more opportunities for digging and growing plants.

Inspection judgements

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

Staff have a good knowledge of the Early Years Foundation Stage, which means they use their observations and assessments of children to plan meaningful activities based on their interests and needs. They use information obtained from parents and their own initial observations to provide clear starting points on which children's learning is built. Their progress is reviewed regularly so that staff identify any gaps in learning and address these so that all children make good progress. Staff encourage parents to share information about children's progress and interests each day and to support their learning at home. They are well informed about children's activities and progress and are becoming involved in events at the nursery, such as, a Christmas party and craft day. Staff advise them on how best to support children's learning and development at home so that they make good progress.

The nursery has undergone a good quality refurbishment since the new owner took over. There are five rooms available for children's use, but as it has not been open long and there are still few children on roll, babies and toddlers are based in a ground floor room and three- and four-year-old children are based upstairs and have the use of three rooms. Children are grouped together at the beginning, end of the day and for meal times so that they develop their social skills well and get to know each other and staff. They access the good quality resources easily and make independent choices in their play. Staff know each child very well, as there are so few, so they guide children's individual learning effectively. Babies enjoy playing 'peek-a-bo' with staff in a tent and tunnel in their room. Staff encourage them to stand and walk by providing walkers and helping them to reach for their favourite toys. They explore the textures of smooth wooden toys and enjoy producing sounds when they press buttons. Toddlers handle large crayons well and concentrate for some time as they make marks and draw pictures. Young children look at books with staff and like to pretend to be the animals in the story.

Children develop their physical skills well on the outdoor play equipment and at the park over the road, where they visit most days to see the ducks and run around. The large garden area is used very well for many activities, but there is further scope to make this more exciting so that children can dig, grow plants and extend their learning in a variety of ways. Older children are shown how to roll tissue paper and use glue brushes carefully to make snowman collages. They have a good choice of materials and are challenged in their thinking as staff ask them where they should put the snowman's hat and scarf. Children are well prepared for school and for the next stage in their learning, as they become used to nursery routines and learn early reading and writing skills. Staff help them to count and recognise numbers and letters during their play and develop their communication skills well as they extend their sentences and vocabulary. Children with special educational needs and those for whom English is an additional language are supported well, as staff work closely with parents and other professionals and monitor children carefully. They obtain basic words from parents in their home languages and staff have a range of languages between them, which helps children to communicate.

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

Children are very happy and emotionally secure in the welcoming, family environment of the nursery. Staff are very caring and aware of children's needs, as they have very good communication with parents, so they are well informed about children's needs, likes and dislikes. They work closely with parents to meet children's needs in their care routines, which means they are secure and have consistency of care. Children form close bonds with their key person and there are very good relationships between children and staff, as they chat happily at snack and mealtimes and as they play. Babies are cuddled and comforted if they are tired or upset and families are given excellent support, as staff are flexible about when children may attend if parents have other commitments. They advise parents and refer them to the range of family support available, which means that children are secure and can learn in a safe, comforting environment. Staff sing a 'hello' song with children each morning so that they get to know each other's names and say how they are feeling. This shows children that they are valued and well cared for, as well as giving them

a sense of belonging.

The nursery provider cooks nutritious meals for children and recipes are shared with parents, which means that children learn to make healthy food choices. They have fruit, breadsticks and other healthy snacks and have plenty of fresh air and exercise in all weathers, as they enjoy splashing in the puddles or playing in the snow. Children learn to manage risks safely on the climbing and balancing equipment and on their trips to the park. They are taught to keep themselves safe near the duck pond and are independent, as they access their water bottles at any time, pour their drinks and manage their self-care routines with help from staff if they need it. Children's health and well-being is given a high priority by staff. They remind children to cover their mouths when they sneeze or cough and to put their tissues in the bin. Good hygiene is practised during nappy changing and at meal times so that children and staff are well protected.

Behaviour is very good and children help to tidy their rooms before lunch or snack time. They gain confidence and good self-esteem through frequent praise from staff. Children's moves to new rooms are managed very well. They already know the other children and staff, as they see them each day, but staff ensure children are secure and ready for their moves, as they spend some time in their new room with their key person. Parents are involved in the process and meet their child's new key person. Information is shared about children's progress and needs so that these continue to be met. When the time comes for children to start school, they will be well prepared through visits from teachers so that children know them before they start. This means they feel secure in their moves.

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

Staff have a good understanding of the effective policies and procedures for safeguarding and child protection. The manager ensures that they implement their knowledge on a daily basis and carry out effective risk assessments of the premises before children use each area. Fire safety is robust and procedures are checked by the fire service. The premises are secure and there are rigorous procedures for the collection of children and the recruitment of staff. Each child's medical and accident records are meticulously kept and monitored so that children are very well protected. Staff are well trained in safeguarding and supervise children very well. Closed circuit television in each room means that children and staff are well protected, should there be any concerns.

There is effective monitoring of teaching and all aspects of the provision. The manager carries out appraisals and regular supervisions and observations, so that staff improve their knowledge and skills through targeted training and mentoring. They are very well supported by the manager and are able to shape their own professional development through requesting training courses. The manager also manages the other setting in the group and uses peer observations for staff to comment objectively on each other's practice so that they identify strengths and weaknesses. Staff, children and parents have input into the self-evaluation process, so that everyone's needs are met and there is continuous improvement. A local early years development worker supports staff in identifying and making improvements, which impacts on the good quality of children's

learning experiences.

There are effective links with other local early years providers and schools so that staff regularly share ideas and best practice. This means that they are striving for continuous improvement in their practice and skills and prepare children well for school. Staff work well with outside agencies, a local children's centre and other professionals in their very good support of all children and families and are a valuable resource in the community.

The Childcare Register

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| 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

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| Unique reference number | EY467307 |
| Local authority | Birmingham |
| Inspection number | 945197 |
| Type of provision | Out of school provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 47 |
| Number of children on roll | 17 |
| Name of provider | Little Smarties Academy Limited |
| Date of previous inspection | not applicable |
| Telephone number | 07877047534 |

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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.

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.

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