

Smarteenyz Nursery

Clopton Road Community Nursery, 121 Clopton Road, BIRMINGHAM, B33 0RJ

Inspection date

03/12/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- Children's safety is compromised because risk assessments lack rigour and do not identify all potential risks to children. This is with specific regard to children's access to blind cords that are not securely fixed and their access to some first floor windows that do not have appropriate locks or restrictors fitted.
- Procedures for monitoring the planning, observation and assessment systems are not sufficiently robust and the quality of teaching and learning is inconsistent. This means that children are not fully supported in their learning to make the best possible progress.
- Parents are not sufficiently encouraged to become fully involved in their children's learning. Therefore, the partnership with parents does not support children's progress effectively.
- Opportunities for children to further enhance their learning in the outdoor play area have yet to be fully embraced.

It has the following strengths

- A welcoming environment is provided and positive relationships are forming between staff and children.

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 toddler room and pre-school room. The baby room was observed, but this room was not in use on the day of the inspection. The inspector also observed activities in the outdoor play area.
- The inspector looked at documentation including evidence of staff's suitability, children's records, learning and development folders, risk assessments and a selection of policies and procedures.
- The inspector held meetings with the provider and the manager, and spoke with staff and children during inspection.
- The inspector conducted a joint observation with the nursery manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Jacqueline Nation

Full report

Information about the setting

Smarteenyz Nursery was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a company known as United Birmingham Limited and is situated in purpose-built premises in the Sheldon area of Birmingham. The setting serves the local area and is accessible to all children. Playrooms are on the ground and first floor. There is an enclosed garden available for outdoor play.

The setting employs seven members of childcare staff, five of whom hold appropriate early years qualifications at levels 2 to 5. The nursery opens Monday to Friday, all year round, from 8am until 6pm. Children attend for a variety of sessions. There are currently 31 children on roll, all of whom are in the early years age range. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language, and children with special educational needs and/or disabilities. The nursery works in partnership with the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that risk assessments are effective in identifying all risks to children, and demonstrate how prompt action is taken to minimise risks to children; this specifically relates to children's access to blind cords that are not securely fixed and some first floor windows that do not have appropriate locks or restrictors fitted which means that windows can open fully
- devise and implement a robust procedure for monitoring the quality of teaching and assessment to ensure children make the best possible progress, their individual learning needs, play preferences and interests are consistently reflected in planning, and their progress is tracked accurately over time in relation to their starting points
- develop the educational programme to provide consistent interesting and challenging experiences by improving staff's use of effective teaching strategies to promote learning for children at all times
- develop strategies to engage parents and share information about their children's achievements at home, to further involve them in their children's learning and development.

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

- enhance the range of resources in order to fully maximise children's learning in the outdoor area, to further develop their language, communication and early writing skills.

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

Generally, children have an enjoyable time at the nursery. Staff have an appropriate understanding of the prime and specific areas of learning, and generally organise the environment to support children's learning and development. That said, the quality of teaching and learning is variable across different rooms. Staff interact with children as they play, but they do not always capture all opportunities to fully extend children's learning. For example, by asking them questions to make them think, or by using showing and talking strategies to help children develop their problem-solving, thinking and learning skills. Older and more able children are not always fully challenged and extended during planned activities. This results in some children not making the best progress they could, and hampers the opportunities for children to successfully develop the characteristics of

effective early learners.

The procedures for observation, planning and assessment are inconsistently completed within the nursery. Planning is in place in all rooms, and highlights children's individual next steps in their learning. However, some developmental records do not include observations that cover all areas of the educational programme. It is therefore not clear how some staff have been able to accurately identify the next steps in children's learning. This also results in weak practice that is not matched to each child's emerging needs and interests, and staff's ability to accurately assess the progress children make in readiness for school. The nursery records information about children's starting points in their learning at the admission stage. However, there are too few opportunities for parents to share information about their children's achievements at home to further involve them in their children's learning and development.

Some older children play well together using their imagination, and develop their social interaction and confidence as they make up their own games. They plan outings by organising a row of chairs for their transport, and some children have animated conversations on the telephone. They enjoy their games and have fun. Children are keen to spend time outdoors, they run around to get warm, and join in with staff to hunt for the 'bear'. They develop their balancing skills by riding on scooters, and climb up the steps to use the slide. Children explore the properties of sand and water as they fill and empty containers, and step on number mats, practising their counting skills. Some additional resources are used outdoors to cover some aspects of children's learning. However, this aspect of the provision is not fully enhanced to cover all areas of children's learning and development, such as language and communication, by providing books, and using print and labels outdoors to foster children's literacy skills.

Children take part in planned activities and discussions about festivals and celebrations, for example, Eid, Diwali and Halloween, and this helps to foster their understanding of a wider society. Older children like to create pictures and draw around stencils, and they talk about making a circle. They express themselves creatively and use paint to make their 'Santa' pictures. Children are involved in an activity using tape and glue to stick cardboard boxes and tubes together to make a boat. They test their boats out on the water to see if they will float. However, prior to the activity taking place, staff did not explain or role model play as they talked about 'floating and sinking'. For example, by talking to children about different objects to help them to predict what might happen, and the opportunity to use their critical thinking skills. The teaching and learning experience for older children during this activity is limited. Younger children use their hands to mix flour, water and paint. Staff talk to the children about what the mixture feels like, and introduce words, such as 'sticky, cold and hard', they ask children 'what if?' and 'what will happen when?' questions to extend their thinking and learning, and engage them in their play. Younger children like to explore the resources available in the room; they role play with pushchairs and dolls, and make marks at the writing table. They look at books with staff, and match the pictures they see with the farm and jungle animal figures. This helps to develop their language and communication skills. All children use a range of resources to help foster their understating of technology. For example, younger children use electronic toys, pushing buttons to create a sound, and older children use the painting programme on the computer.

Partnerships with parents are generally developing well. Staff keep parents informed about activities and events at the setting. They gather information about children's starting points in their learning, and record information about children's individual needs. This helps the key person to be knowledgeable about children's needs. Information about the progress children make is shared, either informally, through day-to-day conversations, or during parents evening at the end of each term. Links are being established with other settings, such as local schools, as children begin to move on to their next phase in learning. This helps support smooth transition arrangements.

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

Although children are looked after in premises which are secure, the setting's practice regarding risk assessment procedures is not sufficiently rigorous, and the provider has failed to identify all potential hazards to children. This is with specific regard to the risks associated with blind cords, and the risk of falls from the first floor windows. This lack of rigour means that children's safety and well-being are compromised.

Children are provided with a welcoming environment, and a flexible settling-in period which helps children get to know staff and become familiar with the daily routines. Children are beginning to develop positive relationships with staff and their key person. Some children go to staff for cuddles and reassurance, particularly the younger children who need more support. This helps children to establish a bond with staff and develop a sense of belonging. Children learn some skills to keep themselves safe; they hold the rail as they carefully walk up and down stairs, and learn how to evacuate the premises in an emergency. They benefit from visitors to the nursery, such as local police officers, and this helps children to understand about road safety and how to keep themselves safe on outings.

Children have regular opportunities to play outdoors, which helps support their physical development and well-being. They enjoy running around and benefit from being in the fresh air. Children develop skills in climbing, and they like to kick balls and ride bikes. They learn about self-care and develop independence skills, which helps them learn skills in preparation for school. Children are encouraged to cover coughs, use and dispose of tissues appropriately, and they wash their hands before snack and meal times and after using the bathroom. This also helps to minimise the risk of cross-infection. Currently, parents provide packed lunches and afternoon teas to meet their children's dietary needs throughout the day. Children's drinking bottles and cups are easily accessible to them in their playroom to help keep them hydrated. Generally, children's behaviour is managed well as staff provide them with appropriate levels of support. Children are beginning to understand about sharing and taking turns, using kind hands and helping to tidy up toys. They benefit from praise and encouragement from staff to help build their confidence and sense of well-being.

The nursery is beginning to form links with local nurseries and school, to support a smooth transition as children move on to their next phase in learning. Partnerships with other agencies and professionals are developing well. This means that children with special

educational needs and/or disabilities receive any additional support they need to help them make progress. Children who speak English as an additional language benefit from the support they receive from bilingual staff. This helps children feel included and fosters their communication and language skills.

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

The leadership and management team have not fulfilled some of their responsibilities in relation to the safeguarding and welfare requirements of the Early Years Foundation Stage. This results in inadequate provision for children in their well-being and safety. Consequently, children are exposed to potential hazards within the nursery that have not been identified or risk assessed by the provider or manager. These risks relate to blind cords that have not been secured appropriately, and first floor windows that are not locked and do not have suitable restrictors in place to prevent them from opening fully. This means that children's safety is compromised. This breaches a safeguarding and welfare requirement of the Statutory framework for the Early Years Foundation Stage, in addition to the requirements of the Childcare Register.

Staff demonstrate an appropriate knowledge and understanding of the safeguarding procedures. They know the procedure to follow in the event of a concern about a child in their care, and what to do if an allegation is made about a member of staff. Procedures include the use of mobile phones and cameras within the nursery to help safeguard and protect children. The required policies and procedures to meet the safeguarding and welfare requirements are in place, and are made available to parents. Recruitment and vetting procedures include checks to ensure staff suitability, and that staff have appropriate qualifications. Induction of new staff and students means that they understand how the provision operates, and know how to follow the setting's policies and procedures. Appropriate arrangements are in place to record accidents and children are supervised at all times. Systems for performance management are in place, and there are supervision meetings at which training opportunities are made available. Arrangements for appraisals have been considered, although the staff team have not been in post for a sufficient length of time for these to be carried out.

Staff maintain friendly relationships with parents, and have discussions at arrival and collection times. Feedback is provided verbally, and by using a daily diary for younger children. This makes sure parents are informed about their child's day and their general well-being and care routines. Parents are provided with a summary of their child's progress at the end of each term. This gives them the opportunity to look at their child's learning journey record and talk to their child's key person. Parents spoken to during the inspection comment positively about the nursery, the progress their children make and the 'brilliant' staff team. Useful information is displayed on notice boards around the setting, including information about the Early Years Foundation Stage and the areas of learning. Links are being made with other providers and local schools to assist children's transition to their next phase in learning. Staff work with other professionals as needed to ensure all children's need are met appropriately.

Systems for monitoring the quality of teaching and assessment are not robust enough. This is evident because of the inconsistencies in the quality of teaching, and the observation, planning and assessment arrangements. This means that activities are not as well planned for to provide children with challenging activities and experiences to meet their individual play preferences and interests. Furthermore, this means that some children are not making the level of progress they could, and hinders how well prepared they may be for their next steps, such as the move to school. Self-evaluation is in the early stages. The setting is beginning to look at their priorities for improvement to ensure they have a clear view of what they need to develop, to bring about improvements for children. The management team speak positively about the changes they would like to see, and the practice they wish to embed in the setting with regard to children's learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that children receiving childcare are kept safe from harm; this specifically refers to ensuring risk assessment is effective and identifies and suitably minimises potential risks to children's safety (compulsory part of the Childcare Register)
- ensure that children receiving childcare are kept safe from harm; this specifically refers to ensuring risk assessment is effective and identifies and suitably minimises potential risks to children's safety (voluntary part of the Childcare Register).

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

Unique reference number	EY445645
Local authority	Birmingham
Inspection number	942322
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	44
Number of children on roll	31
Name of provider	United Birmingham Limited
Date of previous inspection	not applicable
Telephone number	07813964892

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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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