

# Smart Teenies

Randall Christian Centre, 12 Randall Place, LONDON, SE10 9LA

## Inspection date

Previous inspection date

05/02/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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

- All children form trusting relationships with staff. This is because staff work closely with parents and have a good understanding of their needs.
- Staff provide consistently good support for young children's emerging language and communication skills throughout the daily routines.
- Staff plan a good balance of adult-led and child-initiated activities, which children enjoy.
- The management team is reflective and evaluates the provision well, which strongly supports the continuing development of the nursery.

### It is not yet outstanding because

- While staff have a secure knowledge and understanding of how to promote children's learning and development, on occasions the organisation of some activities do not fully support the needs of younger children, which affects their concentration.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities indoors.
- The inspector discussed childcare practices and completed a joint observation with the deputy manager.
- The inspector looked at children's achievement records, the planning and a selection of relevant policies and procedures.
- The inspector took account of views of parents from questionnaires provided and of those spoken to during the inspection.
- The inspector held meetings with the manager of the provision and the registered provider.

## Inspector

Marvet Gayle

## Full report

### Information about the setting

Smart Teenies registered in 2013. It operates from the ground floor of a purpose built building, situated Greenwich, in the Royal Borough of Greenwich. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. It operates between the hours of 8am and 6pm, Monday to Friday throughout the year. Children can attend on either part-time or full-time basis. There are currently 15 children within the Early Years age group on roll. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. Six staff, including the manager, work directly with the children. The manager holds a level six qualification in childcare. Three staff hold early years level 3 and two hold level 2 qualifications in childcare.

### What the setting needs to do to improve further

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

- review the organisation of some activities to fully meet the needs of younger children.

## Inspection judgements

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

Children settle well and staff are welcoming, which effectively enables them to quickly form good relationships with staff. Staff get to know the children well as they settle in by finding out important information about their background, character and stages in their development. Staff plan exciting and stimulating learning experiences according to children's interests, which help them to make good progress in their learning and development. Staff continue this good practice by observing children's learning as they play. They keep comprehensive records of children's achievements and use them effectively to plan for the next steps in their learning. Staff have good systems in place to inform parents about their child's progress. For example, they share information through meetings and discussions. This means that the nursery has a consistent approach to enhancing continuity in children's learning and progress.

Babies are keen to explore and investigate. For example, they crawl around the room familiarising themselves with the environment, happily selecting from the toys that staff put within easy reach. Staff have a good understanding of supporting young children's early learning and development by focusing on their skills and interests, which help them to develop and learn effectively. However, on a few occasions, the organisation of some activities do not fully support the needs of younger children. For example, during a circle time, children lose interest in a story because it was too long. Staff consistently support

young children's emerging language and communication skills throughout their daily routines. For example, they constantly use repetition and names of objects, which helps to introduce new words to the children. Additionally, staff repeat what children say in the clear and correct way, so that children hear how to structure sentences and begin to understand the meaning of different words. As staff interact with children they encourage them with praise when they talk, which helps support their self-esteem well. Staff show interest in what children have to say by giving them their full attention and responding to them appropriately. Staff challenge children's thinking by asking them questions that encourage them to think and share their ideas and thoughts. For example, when children mix two colours together, staff ask "I wonder what colour it is?" As a result, children are beginning to become confident communicators and respond enthusiastically to staff expectations. Children are beginning to positively develop their independence and self-confidence because staff provide activities that support their interests and encourage them to choose what they want to do. For example, children want to paint and tell staff what they want to do and the colours they want to use. Children use resources very well, such as using their full hand grasp to hold objects, and fingers and thumbs to pick items up. This shows they are developing good fine motor skills.

Children are beginning to express themselves in different ways. For example, they enjoy using musical instruments, painting, and a variety of art activities. Children have fun as they play and enjoy exploring the exciting range of activities. They confidently use their imaginations during role-play activities. For example, they pretend to take a baby out for a walk in the pram and put it to bed saying "shhhh", as they cover it with a blanket.

Children have many opportunities to join in with indoor activities. They do not have direct access to an outdoor play space. However, staff take children out daily for walks and to local parks; they also have access to the garden on their out site, a short distance away. These outdoor experiences help children to develop valuable skills and prepare them for the next stage in their development. The nursery staff provide a good balance of adult-led and child-initiated activities. This means that children are able to try things out for themselves. Staff provide high levels of support and encouragement when children need it.

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

The nursery environment is calm and has a welcoming atmosphere. All children form trusting relationships with staff, because staff have a strong commitment towards getting to know individual families during the settling in period. As a result children settle into the nursery quickly, are confident to move around and explore. They do this through the effective 'key person' system, which helps staff to understand children's individual routines, likes and stages of development. Staff monitor children's health and development well and maintain good records and documentation to support children's well-being. There is an effective transition process to support older children as they move from one site to the other. Parents comment on how much they appreciate the

caring approach that staff have, which helps children to feel secure and happy.

Staff are attentive to children's needs and support them with lots of cuddles and gentle communication. They have very good procedures for changing nappies and attending to their care needs. The organisation of the indoor environment is good and babies have lots of space to explore, crawl and walk around. This supports young children's growing physical skills well. The children happily talk to staff and each other, confidently communicating their needs. Staff respond positively and have attentive and caring attitudes.

Children are developing an good understanding of their own health and well-being. For example staff give them wet flannels and encourage them to wash and wipe their hands before eating. Staff discuss the importance of good hygiene as they interact with children during their routines and activities. Meals are planned to be healthy and nutritious. Staff ensure that water is always available for children and give them cups with their own names on. There are good systems in place to support all children's individual dietary and medical needs. Staff sterilise equipment appropriately and clean toys on at least a weekly basis, with antibacterial wipes, spray or appropriate sterilising solution.

Staff are very respectful of children and use good strategies to explain the routines of the day. For example, they have visual timetables and talk about feelings to support children's developing understanding of routine and expectations. As a result, children are very secure and self-confident. They behave extremely well, share, and collaborate with each other during their play. The staff team provide a good balance of support, whilst also enabling children to try things out for themselves. This is effective in developing children's growing sense of confidence and independence.

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

The nursery is run by a manager who is also the registered provider, and a deputy manager. The management team implement clear policies and procedures, which they share with other staff, visitors and parents. Consequently, these thorough systems enable the nursery to run smoothly and ensure that everyone is very clear about its procedures. The registered provider and management team have a thorough understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They carefully consider all aspects of the nursery premises and routines to maintain a safe and secure environment.

The registered provider and her staff team, have a good understanding of the learning and development requirements. Staff have thorough systems in place to assess children's learning and development, which help to support their progress across all areas of learning. The management regularly review the planning and observations to check children's progress towards the learning goals and identify any gaps in their learning. The nursery has a good approach to sharing information with other professionals to support

continuity in children's care and learning. They work with the local authority and other agencies as appropriate, to implement strategies and ensure children receive early support.

The registered provider regularly spends time at the nursery and monitors staff performance. Staff have six weekly supervision meetings, regular staff meetings and annual appraisals. This means the nursery has good systems in place for monitoring and supporting each staff member's training and professional development.

The management team are reflective and evaluate the provision well to identify anything that they could improve. Consequently, they have good plans in place to develop further staff knowledge, such as in-house and external training provided by the local authority. As a result, the nursery provides good quality experiences and activities, which enhance children's learning experiences well.

Relationships between parents and staff are very positive. Parents say that they have no concerns about the provision and staff make it very clear to parents how to raise concerns should the need arise. Parents welcome information they receive about children's experiences through parent's evenings and daily face to face contact with staff. All parents benefit from regular meetings with key persons to discuss their child's progress check at age two and share learning priorities. Parents say that they find the nursery staff to be very caring and supportive. These positive interactions and relationships help children to feel safe and secure within the nursery environment and support their smooth transfers between phases well.

### **The Childcare Register**

The requirements for the compulsory 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>	EY463507
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	926079
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	18
<b>Number of children on roll</b>	15
<b>Name of provider</b>	Smart Teenies Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02088532311

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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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