

Smarties Day Nursery

Smarties Day Nursery, West Street, Enderby, LEICESTER, LE19 4LS

Inspection date	18/03/2014
Previous inspection date	11/10/2012

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		3
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 and the supervision of children is not always evaluated regarding staff's roles and responsibilities, especially for when taking children to school.
- The deployment of staff does not consistently prevent unauthorised persons from entering the premises, therefore, children are not always safeguarded and protected from harm.
- Supervisions of staff is not yet rigorous in identifying and addressing weaknesses in practice, therefore, care and teaching is less effective for some groups of children to ensure motivated to learn according to age and ability.

It has the following strengths

- The youngest children are offered choices, using imaginative methods. This encourages their independence and motivation. The staff sensitively encourage babies and toddlers to explore and investigate topics of their interest.
- Children have opportunities to learn about living healthily. They have access to fresh air and exercise and are provided with nutritious snacks, which effectively promote their awareness of healthy eating practices.
- Secure and trusting partnerships with parents have been developed with some effective procedures in place to share information.

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 engaged in activities both indoors and outdoors.
- The inspector spoke to parents, children and staff and held discussions with the registered provider and her management team.
- The inspector invited the manager to complete a joint observation.
- The inspector sampled documentation and records, including children's learning journals and staff files.
- The inspector viewed a sample of the nursery's policies and procedures, checked the suitability of the staff and their qualifications.

Inspector

Andrea Price

Full report

Information about the setting

Smarties Day Nursery is privately owned and was re-registered by the current owner in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in Enderby, an area of Leicestershire. The nursery serves the local area and is accessible to all children. The nursery has a large, fully enclosed garden area available for outdoor play. It operates from Monday to Friday for 51 weeks of the year, from 7.30am to 6pm. The nursery employs 38 members of childcare staff. Of these, two hold degree qualifications, one is working towards an Early Years Teacher Status and two hold a qualification at level 5. Also, there are 23 staff hold appropriate early years qualifications at level 3, while five staff are currently unqualified. Children attend for a variety of sessions, including term-time sessional care for children from two years. The nursery also operates a separate breakfast, after school and holiday provision. There are currently 224 children on roll, of whom 130 children attending are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure that there is effective monitoring and subsequent evaluation of staff's roles and responsibilities so that children are adequately supervised to ensure their safety, this specifically relates to the delivering of children to school
- ensure that risk assessments are effective and staff are deployed effectively to ensure that unauthorised persons cannot enter the setting to fully safeguard children.

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

- develop effective systems to continually monitor the quality of teaching, to ensure that all children receive good quality learning experiences.

Inspection judgements

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

Children enter the nursery with excitement and are happy to meet their friends. They quickly choose their activities and become engaged in play. Staff greet children and their

parents in a friendly manner. There is a balance of adult-led and child-initiated activities to enhance children learning and develop specific skills. However, the adult-led activities are not always taught well. Staff based within the younger ages, guide and support children as they play. Within the pre-school, chances to extend children's learning and independence are not always extended. For example, staff give out plates and cutlery during meal times, missing opportunities within the everyday routine to promote mathematical language, follow instruction and develop self-care skills. Staff offer home visits before children begin, to gather information from parents about their children's likes, preferences and capabilities. As a result, within the toddler room, staff make use of the children's interest of sensory play to ensure that children are quickly involved in play. As a result, children settle quickly into the nursery routine. Staff make regular observations and assessments of the children's progress during their time in the setting. This includes completing the progress check at age two. Staff share their findings from these checks and assessments with the children's parents, keeping them informed of their child's achievements. The inside areas and large garden are resourced well, providing opportunities for interesting and challenging play experiences. Some routine activities within the pre-school, such as 'circle time' disrupt children's concentration as they stop what they are doing and tidy up. Most children enjoy this activity, speaking confidently within the large group. However, not everyone wanted to sit which does not meet their individual needs. This results in some distraction, as the audience are not fully involved or paying attention. Hence children make satisfactory, rather than good progress.

Staff use appropriate teaching methods to help most children make suitable progress. Staff sit at children's level to support their engagement. For example, staff within the baby unit, follow the interests of scooping and filling containers. Staff support babies to investigate and explore the sensory activity. As a result, children are encouraged to maintain focus and persist in their learning. Staff are suitable role models, they listen closely to the children and treat them with respect. Staff speak clearly, repeating phrases and checking the children's understanding. The inside areas and large garden are resourced well, providing opportunities for interesting and challenging play experiences. Children who speak English as an additional language are wholly included with the planning, providing personalised learning opportunities and meeting their individual needs. For example, staff adapt activities and provide picture cards to help these children communicate appropriately. Staff have introduced more books and signs in the home languages so that children feel valued and included. Parents comment on how pleased they are with the progress their children make and the staff are helpful, supportive and give good advice to help their children learn at home. Staff have a suitable knowledge of how to support children with special educational needs and/or disabilities and closely observe children, liaising with parents and other professionals to give necessary support.

Staff ask why, what, when and how questions which encourage children to think and hold purposeful conversations. Children are talkative and use these skills while they play, developing their communication and language skills effectively. This is demonstrated, as a small group of children sit independently and look at books. They chat to themselves about the pictures and main characters in the book with each other. This shows their appreciation and pleasure that books can bring. This shows that children are acquiring skills to help them in their next stage of learning and readiness for school. Staff provide adequate opportunities to develop children's handling skills. For example, children build

using construction toys, use pencils and crayons to draw, place jigsaw pieces together and make objects out of dough. Staff promote children's physical development outside. Giving them opportunities to sit-and-ride toys, obstacles to negotiate, object to climb and a large variety of balls to throw and kick.

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

Children's safety and well-being is compromised as the provider does not effectively monitor and evaluate staff's understanding of their roles and responsibilities. This has resulted in children being unsupervised when being taken to school. Deployment of staff is not adequately managed to prevent unauthorised persons from entering the nursery, therefore, children are not sufficiently protected from harm. The provider has confirmed that there are procedures in place for staff to follow to ensure that children are safeguarded and supervised at all times. Risk assessments are regularly undertaken for inside, outdoors and outing into the local community. However, the provider does not currently evaluate the staff's understanding of these procedures or risk assessments.

Children benefit from close relationships with the staff, including their key person. Staff work closely with parents to help give reassurance. They ask parents to provide family photographs of people and objects that are of importance to their child, such as a friend or family pet. This helps the children to feel secure and helps to develop a sense of belonging. Staff in the baby unit skilfully interpret children's non-verbal communication and respond with support for children's play and exploration. They instinctively provide routine care, such as, snacks, sleep times and nappy changes so the day flows naturally for the babies. Staff know the home routines and incorporate elements of these where possible. Staff help children to begin to relate to one another, developing their personal and social development. Children are encouraged to take turns. Staff give appropriate praise when they see children working together or completing a set task. Staff model good manners and encourage children to say please and thank you. This helps the children to understand how to be polite and the boundaries of acceptable behaviour.

Babies have a designated sleep area which is separate from the main care room. Toddlers are provided with low-level beds with clean bedding, allowing them to rest or sleep as they need. Children have freshly prepared meals and snacks that are nutritionally balanced. Children are beginning to play a part in serving their own snack. For example, they select toppings for their jacket potatoes, going back for more if they wish. Transitions between rooms, or on to the next level for the older children, are managed sensitively. Staff ensure that when they hand children over, the new key person has a good amount of knowledge of the child's routine and stage of development. Children are invited to make a number of visits, with their key person to ensure they feel secure and settle quickly. When children are moving on to school, staff provide activities and times for discussion so that children can begin to understand the change ahead. Staff record medical information and accidents, applying simple first aid from qualified staff when the need arises. If a child becomes ill at the nursery, staff contact parents, keeping children comfortable until they can be collected.

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

The inspection took place following notifications of staff acting in an unprofessional manner and of children being left unsupervised before school. This raised concerns about children's supervision and safety. The inspection found that the provider took swift action to ensure that the safeguarding procedures were undertaken and a full investigation was completed. This shows a suitable understanding of her role and responsibilities with regard to the safeguarding requirements of the Statutory framework for the Early Years Foundation Stage. However, the provider has not reflected on current practices of how to consistently monitor the staff's knowledge and understanding of their roles and responsibilities. For example, the provider relies on staff to annually read and sign an agreement to the settings ethos and practices. She does not effectively monitor or evaluate their practices to show their full understanding. As a result, some staff practices are poor and children's safety and well-being are put at risk. Security of the premises is generally well organised. However, practices to prevent unauthorised persons from entering the premises are not consistently followed. Staff are not effectively deployed during the busiest times to check the identity of visitors, as a result, children are not always protected from harm. These are breaches of the Early Years Register, and both parts of the Childcare Register.

The provider ensures that all required records for staff regarding their suitability are in place, such as the Disclosure and Barring Service checks. Risk assessments are undertaken regularly, ensuring that environments both indoors and outdoors are safe for children, however, these are not evaluated to see if effective. The provider and her management team are responsible for the day-to-day running of the setting and the delivery of the educational programmes. There are annual appraisals and regular staff meetings, however, monitoring of the quality of teaching is not effective for all staff, to ensure that all children receive good quality learning experiences. The provider has identified some priorities for improvement, such as the introduction of peer observations. Since the last inspection, the provider has made alterations to some main playrooms and self-care facilities, making them bright and welcoming. Plans for the continuation of this, include the pre-school rooms and the adjoining outdoor area. Staff, parents and children are encouraged to participate in the self-evaluation process. Feedback from parents and children are welcomed in order to tailor services to those currently attending the setting, such as discussions of menus and topics of interest.

Partnership with parents is a strength of the nursery. Parents have an option of a home visit prior to starting, allowing the family to meet staff and supply them with relevant information about their child. Staff and parents report these are very valuable in supporting children's learning and partnership workings. Staff found they gain important information about children's interests, assisting them to meet the needs of individual children and their families. The nursery has generally effective systems for monitoring the children's learning and development. Tracking documents and the completion of the progress check at age two ensures the children's progress is maintained and gaps in learning are closed. Parents and carers receive regular information about the nursery and

progress that their child has made. Staff have built strong and effective relationships with other professionals. This ensures that appropriate interventions are secured so that children receive the support they need. Staff demonstrate that they can work closely with other provisions that children attend to support continuity in their care and learning.

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 (compulsory part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (compulsory part of the Childcare Register).
- ensure that children receiving childcare are kept safe from harm (voluntary part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (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	EY358444
Local authority	Leicestershire
Inspection number	954381
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	168
Number of children on roll	224
Name of provider	Rhami Kaur Sandhu
Date of previous inspection	11/10/2012
Telephone number	0116 2861407

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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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