

Smarty's Nursery

Community Centre, 90 Wise Lane, WEST DRAYTON, Middlesex, UB7 7EX

Inspection date

Previous inspection date

08/05/2014

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

- Children are supported in all areas of learning and development with particular emphasis on communication and language, physical, and personal, social and emotional development. This prepares children for their transition into school.
- Children are happy in the nursery. They engage in a range of activities indoors and outdoors. As a result they are making good progress.
- Children benefit from good quality teaching, a strong management team including an early year's advisor and the management staff from the provider's other settings. This shows strong commitment to improving the care and learning for every child.
- Parents speak highly of the service offered, the progress the children make and of the support from the staff.

It is not yet outstanding because

- Children have insufficient opportunities to learn about the wider community, value diversity and celebrate differences.

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 the interactions between children and staff during play indoors and outdoors.
- The inspector spoke to parents to gain their views of the nursery.
- The inspector took part in a joint observation with the manager of the nursery.
- The inspector sampled various documentation of the nursery including policies and procedures and child development records.
- The inspector met with the manager.

Inspector

Vanessa Brown

Full report

Information about the setting

Smarty's Nursery registered in 2013. It is one of three privately owned nurseries and operates from a community centre in West Drayton in the London Borough of Hillingdon. All children have access to an enclosed garden. The nursery is open each week day from 8am to 6pm all year round and provides funded education for two, three and four year old children. The nursery currently employs five members of staff and of these four hold appropriate childcare qualifications. There are currently 27 children on roll.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

What the setting needs to do to improve further

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

- develop further opportunities for children to learn about the wider world, different cultures and to celebrate diversity.

Inspection judgements

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

Children are welcomed warmly into the nursery by enthusiastic and motivated staff. Children choose freely from a variety of planned activities and resources designed to meet the needs of individual children. The indoor and outdoor areas provide children with a range of resources to support them in all of the seven areas of learning and development.

Staff interaction with the children to support these activities ensures that there are opportunities for children's learning to be extended. For example, staff engage with children and teach them what happens to sand when you add water. Staff ask questions to support their curiosity and to encourage them to think about what happens next. Children are able to choose freely from resources that are easily accessible. They can choose what they want to make using a variety of art and craft materials. Children are able to begin an activity and then return to it later in the day. For example, children make masks which they return to and are then included in a later activity as they talk about their feelings.

Staff know how to engage the youngest children in their learning and development. They provide numerous opportunities throughout the day to support communication and language, personal, social and emotional, and physical development. Children learn about the days of the week, months of the year and about the weather during circle time at the beginning of the session. Staff teach children through repetition, rhymes and modelling

language. Children engage well with staff and are keen to learn. The nursery has recently developed an area to include resources to support children's personal, social and emotional development. This is a result of staff reflecting on their practice and working with an early years advisor. Children talk about their feelings and what makes them happy and sad. Staff teach children using teddy bear masks and books and also plan specific craft activities which provide opportunities to learn and talk about their feelings.

The environment supports all areas of children's learning however there are few opportunities for children to learn about different cultures, celebrate diversity and experience the wider world. Staff plan activities for children to play outside whatever the weather. They recognise the benefit to children of physical play and exercise. Children run, climb, balance, pedal on tricycles and ride scooters. They play with resources outdoors supported by good quality teaching from staff who question and provide narrative to the children's activities which supports their language development. Staff add to children's activities in the water table with measuring jugs, cups and ladles and extend individual children's interests in physical play with the addition of bats and balls.

Staff assess children's starting points using observations on entry to the nursery and by talking to parents. Staff plan ongoing activities for individual children using their knowledge of the child's interests and abilities from focussed observations and 'wow' moments. The regular tracking of individual children ensures that staff are able to plan for their next stages of development. Parents acknowledge that children are making good progress overall in the nursery. Children have positive relationships with their key person as well as with the other members of staff in the nursery. Parents comment that they can see that their child has made progress and the nursery regularly shares information with them. The child's development records are also made available at any time and staff work closely with parents to support and extend their learning at home, for example with colours of the week.

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

Children enter the nursery happily and confidently. They settle into the nursery routine well. Parents comment that this is as a result of the settling in process which supports individual children's needs. Staff know the children well and provide activities that support their interests. The key worker system helps children to develop in confidence and to feel safe and secure. A key worker 'buddy system' is in place for when a staff member is on holiday or sick. Parents are informed of this and there is a list on the wall that parents can see. Children know who to turn to if they are distressed or if they need support. Children's behaviour is good overall in the nursery. Staff teach children how to behave positively. They allow children time to manage their own behaviour and only intervene when necessary. Staff explain to children why they must not run indoors and why they must have kind hands. Staff often recognise in advance when behaviour is deteriorating and provide distraction strategies including changing the routine if children become bored to prevent it escalating. For example, on the day of the inspection staff give children the opportunity to play outdoors when they recognise that general behaviour is becoming challenging. This results in children being distracted and able to become engaged in new

stimulating activities to support their interests outdoors.

Children benefit from regular planned outdoor sessions that support the needs and interests of individual children. For example some children show an interest in digging in the soil and watering the daisies on the ground. Staff now have an area where children are able to plant seeds in pots and are learning about how they grow. Children use the water table and the watering cans to water the flowers on the day of the inspection. Staff provide a range of sit on toys and scooters to support children's physical development. Children start to build relationships and learn to play and take turns together using bats and balls. They pedal on bicycles and jump in muddy puddles making marks in the water and on the ground with their feet and the wheels. They discover the impact of what they can do.

Children have good opportunities to learn about the importance of healthy lifestyles. They are offered nutritious meals and children's allergies and preferences are catered for. Staff give children the time and space to choose and serve themselves at lunchtime. This is a relaxed, sociable occasion where children are becoming independent and confident. Staff teach children how to use their knife and fork. They encourage children to have a go for themselves to cut up their own food by modelling how to do it. Older children are encouraged to do it for themselves and young children are happy to have a go. Staff encourage children to try new foods and flavours from a healthy freshly cooked lunch. Children are supported in their communication and language as staff sit with children and discuss the meal. They talk about how many peas and carrots are on the plate which helps them to count. Staff give children the time and space to choose and serve themselves at lunchtime. This is a relaxed, sociable occasion where children are becoming independent and confident. Staff teach children how to use their knife and fork. They encourage children to have a go for themselves to cut up their own food by modelling how to do it. Older children are encouraged to do it for themselves and young children are happy to have a go. Staff encourage children to try new foods and flavours from a healthy freshly cooked lunch. Children are supported in their communication and language as staff sit with children and discuss the meal. They talk about how many peas and carrots are on the plate which helps them to count.

Staff maintain a rigorous health and safety policy. Parents are reminded that children who are ill cannot attend the nursery until 48 hours have passed. This ensures that infectious diseases are not spread to other children in the nursery. Staff engage in care routines that support children's independence. They prepare children for their next stage of learning and transition into school.

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

Staff have a good understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. They support children to move on to the next stage of their development and complete progress checks for children when they are between the ages of two and three. These are shared with parents as well as individual learning plans and a

system for tracking their development. Parents comment that they feel very involved with their child's learning and appreciate the support from the staff. Consequently children are progressing well in relation to their starting points.

Staff understand the importance of keeping children safe. They explain the signs and symptoms they watch out for in order to safeguard children. Staff confidently explain the actions they would take if they had concerns about a child. They also understand the procedures to follow if they had concerns about the behaviour of another member of staff. Robust recruitment and induction procedures in the nursery also keep children safe. Staff and management follow policies and procedures that are reviewed regularly. Parents receive a copy of the policies and procedures when they start at the nursery. A copy in the entrance to the nursery serves as a reminder.

The management team monitor staff performance effectively by regular supervision meetings and plan to complete appraisals in the future. This helps ensure that suitability of staff is maintained. Staff are deployed effectively throughout the day and ratios are strictly adhered to. Detailed daily risk assessments of the indoor and outdoor areas ensure that children are able to learn and develop in a safe environment. Partnerships with other professionals and the local children's centre are developing. Staff are making links with families at the children's centre to support two year old children to take up the free funding offer. The nursery has started to reflect and evaluate on what it is providing for children and families. Management and staff are developing systems to engage with parents and take into account their views. The local authority early year's advisor visits the nursery regularly to provide support and guidance. Staff now implement ideas from the local authority Quality Framework and have recently developed some of the areas in the nursery in line with the recommendations. For example there is now an area with electronic equipment and visual aids with numbers to help children recognise numbers. There is also an area to support children talk about their feelings. Currently the management team are involved in further developing their induction process in partnership working with the local authority and other settings in the area. This shows ongoing reflection and evaluation of the systems in the nursery.

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

Unique reference number	EY471081
Local authority	Hillingdon
Inspection number	939458
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	35
Number of children on roll	27
Name of provider	Smarty's Nursery Limited
Date of previous inspection	not applicable
Telephone number	07941514821

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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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