

Smart Kids Childcare

Bhailok Square, Fulwood, Preston, Lancashire, PR2 8DY

Inspection date

27/03/2014

Previous inspection date

01/08/2013

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

1

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Teaching is outstanding because children's learning, particularly in the key areas of communication, language, independence and self-confidence, is promoted exceptionally well through very high quality conversations. Children enthusiastically participate in stimulating activities, and are keen to experiment and explore.
- All children make rapid progress because their individual needs are accurately identified and successfully supported. Children's interests and concerns are skilfully recognised and acknowledged by practitioners, and each child is valued as a unique individual.
- Highly effective partnerships with parents and other agencies actively contribute to children's excellent progress and well-being, particularly for those children who need additional support.
- Children's health is promoted extremely well and they are kept safe from harm because practitioners have an excellent understanding of quality safeguarding and welfare practice.
- The leadership and management team are passionate about delivering extremely high quality provision. They have created a reflective and enabling culture, where all practitioners are encouraged and supported to continuously develop the setting, and improve the service to the children and their families.

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 nursery rooms and the outdoor area.
- The inspector spoke to children, practitioners and a number of parents.
- The inspector had meetings with the manager of the provision and the deputy manager.
- The inspector looked at a sample of records and planning documentation used to support children's learning.
- The inspector reviewed documents including evidence of practitioner's suitability to work with children, their qualifications and the setting's safeguarding policy.
- The inspector carried out a joint observation with the deputy manager.

Inspector

Sara Edwards

Full report

Information about the setting

Smart Kids Childcare was re-registered as a limited company in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a registered charity and operates from a grade 2 listed building, re-generated into a purpose built nursery, in the Fulwood area of Preston. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 12 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, two are qualified to foundation degree level 5 and a further one member of staff is qualified to degree level 6. The nursery opens Monday to Friday, all year round; with sessions from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 64 children attending who are in 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 further improve the quality of the early years provision the provider should:

- enhance the already very good professional development opportunities for practitioners, by strengthening the use of peer observations to evaluate and further learn from the excellent practice of others.

Inspection judgements

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

The quality of teaching is excellent. Practitioners demonstrate an expert knowledge of the areas of learning and of how children learn. As a result, children are well motivated, eager to join in and keen to explore and experiment. Practitioners promote children's learning through every conversation, as they skilfully interact with them. Babies respond with happy babbles and focused attention to the practitioner's voice and her animated facial expressions, as they develop the early skills of conversation. Children discuss recent experiences with practitioners, extending their vocabulary and ideas, as practitioners introduce new words and ask thoughtful questions. Conversations throughout the nursery are highly effective and practitioners adapt their interactions to meet each child's needs. For example, practitioners use shorter sentences with children who have English as an additional language, in order to support their understanding and their developing vocabulary. Children's individual learning needs are identified accurately; each child's key person knows them very well and has a robust knowledge of child development. This means that all children are valued as unique individuals, and where children need additional support or intervention; it is identified and acted upon quickly.

Practitioners plan rich and varied experiences across all areas of learning. They use children's interests to effectively plan for their next steps, and there is a strong focus on communication and language skills, physical and social, and emotional skills, which helps all children to make rapid progress. For example, babies develop their emerging independence skills and physical co-ordination as they explore sand on the floor; children explore the properties of bubbles and learn new words as they clap soapy hands together. Children enthusiastically participate in group activities led by adults because practitioners are skilled at making them fun and engaging. Children develop the skills to listen, take turns, make choices and speak in front of a group as they enjoy action songs together. Their self-esteem and confidence is supported exceedingly well, for example, as the group sings songs which include a verse for every child by name. All of these experiences are preparing children exceptionally well for when they move on to school.

Displays throughout the setting celebrate children's activities and learning. Children enthusiastically point out their items and recall the activities, for example, talking about their building block towers constructed with flour cement. This supports their developing self-esteem, memory and communication skills. Information on the displays provides parents with details of children's learning from the activities. Consequently parents' understanding of children's development is enhanced, which helps them to extend their children's learning at home. Other information sharing also contributes to this, for example, newsletters include suggestions for home activities, and posters around the setting provide parents with information on topics, such as speech development. The setting has regular meetings with parents to discuss children's learning, and shares a wealth of information in daily conversations and written documents, including the progress check carried out for children aged two. Parents share information on children's interests, achievements and activities, in a wide variety of ways; for example, with 'magic moments' and 'wow weekend' sheets. This helps practitioners to make links to children's home experiences, and, therefore, creates more effective learning opportunities through conversations and planned activities. Information from parents is used as the starting point for records to celebrate each unique child's current interests, and practitioners and parents then add to the displays throughout the year. Parents speak very positively of their relationship with the nursery practitioners and the quality of the information they receive. These highly effective partnerships support children's learning both at the setting and at home.

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

Children form secure relationships with highly skilled and attentive practitioners, and, as a result, they are extremely confident and self-assured. This provides all children with a strong base to develop their independence, and their ability to explore and experiment. Babies quickly form close attachments, snuggling in for comfort when they are tired and smiling with delight when playing with the practitioners. The key person system is implemented very effectively using 'buddies', ensuring children always have a practitioner with them, who knows them very well. Practitioners are extremely good role models, who explain decisions well, respect children's opinions and encourage children to think about each other. As a result, children are exceptionally well behaved. All children take turns well and wait patiently when required, even those children who find self-control harder,

because practitioners acknowledge and praise their efforts throughout. Meal times in the pre-school room are particularly social occasions, as children and practitioners discuss a wide range of subjects whilst they enjoy their healthy lunch. Routines are used exceedingly well to develop children's self-care skills and self-esteem; consequently, children demonstrate high levels of independence and confidence, preparing them well for the next stage in their learning.

Children enjoy stimulating resources in the very child friendly environment. Outside they enjoy pumping water, making puddles to jump in. They learn how to test their bodies and discover safe limits, as they balance and climb. Inside they have a wide range of different resources to choose from, supporting their investigations and imaginative play. The nursery is clean, secure and safe because children's safety and welfare is carefully considered throughout the nursery, with the environment being very thoughtfully designed and used by every practitioner during their daily practice. Children learn to stay healthy because practitioners remind children about germs and promote good hygiene habits. They enjoy lots of fruit and vegetables in their meals and snacks, helping them to grow and stay healthy, now, and also develops healthy habits for the future.

Parents share information when their children first start at the nursery and practitioners use this very effectively. For example, children have photographs of family members to look at and talk about, which can help them to settle and build firm relationships. Even those children, who are just starting at the setting and finding it difficult to settle, are seen to make progress during the day because of the skilled support from practitioners. Children's well-being is central to the nursery's practise. Children's routines and dietary needs are supported extremely well. Children learn to respect each other, as they learn about the differences and similarities between different families and cultures. Children move confidently to older age groups within the nursery because practitioners know each child well and spend time getting the children ready with visits, building relationships and familiarity. By the end of their time in the pre-school room children are emotionally ready, having developed a wide range of skills, to move confidently on to school.

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

The management team are passionate and committed to delivering high quality childcare to the children and their families. They believe in enabling their team with the tools, knowledge and equipment to do an outstanding job. Their own knowledge of the learning and development requirements and child development is excellent; enabling them to monitor, lead and support their team well. Children are kept safe and healthy because the leaders fully understand the safeguarding and welfare requirements. They use extremely comprehensive policies and procedures to ensure consistently high quality practice across the nursery. Safeguarding is a high priority. Practitioners demonstrate that they are very clear about what they need to do if they have concerns about a child in their care. Robust recruitment and induction procedures ensure that practitioners reach the high standards required by this nursery, to work with the children and protect them from harm.

The practitioners are well qualified, which is reflected in the excellent provision children

receive. They continue to train and enhance their qualifications, and are highly motivated. When practitioners attend training courses they share their knowledge with the team and implement a change to the setting as a result. For example, recent training in speech development has resulted in enhanced information sharing with parents, celebrating babies' and children's developing vocabulary. This practice ensures that children and their families benefit directly from professional development. Supervisions, appraisals, team meetings and lots of daily communications provide practitioners with a wealth of support. A reflective culture is encouraged and helps all practitioners to continue to improve their own practice and the nursery provision. When changes are made, the management team support room leaders, ensuring practice quickly reaches the setting's established high standards. Apprentices develop their knowledge and practice through skilful input from highly experienced well qualified colleagues. However, there is scope to enhance professional development even further by strengthening the use of peer observations, so that staff continue to benefit from evaluating and learning from each other's excellent practice. The managers demonstrate a strong commitment to continuous improvement and have lots of plans to keep developing the provision. They involve practitioners, parents, children and other agencies in their evaluation of their setting, ensuring they continue to deliver excellent childcare.

Managers have a good overview of the progress of each child. Children who need additional support are quickly identified, and interventions are provided through very effective partnerships with other agencies. As a result, targeted learning plans and strategies ensure that all children make excellent progress for their age and stage of development. Partnerships with parents are extremely beneficial to the children's learning and well-being, and parents speak enthusiastically about the extremely high quality service the nursery provides. This is a superb nursery which truly values each unique child and delivers excellent childcare and early years education.

The Childcare Register

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

Unique reference number	EY453915
Local authority	Lancashire
Inspection number	952781
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	106
Number of children on roll	64
Name of provider	Smart Kids Childcare
Date of previous inspection	01/08/2013
Telephone number	01772 719719

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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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