

Smart Start Day Nursery Ltd

Westwood Court, Reay Nadin Drive, SUTTON COLDFIELD, West Midlands, B73 6UR

Inspection date	11/06/2014
Previous inspection date	06/06/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		1
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

- There are positive partnerships with parents that provide good support for children's care and their learning needs and help children settle securely into nursery, when they start.
- A strong management team is in place that supports effective teaching by skilled and confident staff. There is a well-managed and exceptionally safe environment with very good safeguarding arrangements that protect children well.
- Children are very independent as a result of well-planned activities, that encourage them to do things for themselves and help them and consider the needs of others.
- A supportive and nurturing environment is provided so that children are very settled and happy and display a keen interest in learning. Children are warmly welcomed into this friendly nursery and form warm and trusting relationships with staff.

It is not yet outstanding because

- Opportunities for younger children to explore and experiment through sensory exploration with sand are sometimes missed.
- There is scope to extend the peer observations of staff in order to further evaluate and build on their already good practice.

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.

Inspection activities

- The inspector observed activities in several playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager of the nursery.
- The inspector held meetings with the manager and owner of the nursery.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and parent questionnaires.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Susan Rogers

Full report

Information about the setting

Smart Start Day Nursery Ltd was registered in 2013 on the Early Years Register. It is privately owned and operates from two separate ground floor units, located within a retail complex in Sutton Coldfield. The nursery is open each weekday, from 7.30am to 6.30pm, throughout the year, with the exception of bank holidays. There are currently 86 children in the early years age group on roll. The nursery provides funded early education for three- and four-year-old children. There are 19 members of staff, who all hold appropriate early years qualifications. There are two members of staff with a qualification at level 5 and the remainder of the staff are qualified at level 3. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- extend opportunities for younger children to experiment with sand during sensory activities
- make the most of peer observations to evaluate practice and share good practice across all staff, in order to enhance children's learning further.

Inspection judgements

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

Staff provide a varied and broad range of activities that ensure that children's learning is well-promoted and they make good progress. Children's assessments are detailed and carefully track their progress across the seven areas of learning. Through this, staff have a very good understanding of how children learn and the activities they prefer. This enables staff to accurately plan for the next stages in their development. Parents are carefully included in children's assessments and a recently introduced noticeboard, enables parents to display and celebrate their children's recent achievements. Parents have regular access to children's learning journals and are encouraged to include their impressions of children's achievements. Regular parent evenings and consultations ensure that parents are regularly included in their children's learning and development. Staff spend time talking to parents as children arrive and are collected, so staff have a thorough knowledge of children's needs. Staff regularly observe children as they learn through discovery and exploration and are skilled at evaluating children's responses to their play environment. As a result, any gaps in children's learning are firmly closing and planned activities ensure that children enjoy their learning. Staff have a good understanding of when to involve themselves in children's play, so that they thoroughly support children's experiences. Staff are skilled at asking questions that encourage children to think critically and find solutions

to problems. A group of children enjoy a game of skittles, which encourages them to work together as a team and understand that their play is enhanced when they include each other. Staff encourage children to count how many skittles have fallen and calculate how many more they need to knock over, promoting their understanding of number and subtraction.

Children develop good physical skills as they explore the newly built playhouse and enjoy the challenge of climbing steps. This helps children develop their imagined scenarios and encourages their story telling skills, as they explain to each other what they are doing. A wide range of dressing-up clothes and equipment, extends children's creative responses and understanding of the wider community. Children extend their language skills as they discuss which character they are and talk about what this character does. Older children enjoy weekly Spanish lessons provided by a visiting teacher. This introduces children to new vocabulary, which extends their communication skills and also encourages them to learn together as a group. This prepares the older children well for their move into full-time school. Younger children enjoy story time as they sit together to look at the pictures and develop good levels of concentration. Staff are skilled at ensuring children develop their listening skills, as they vary the tone of their voice to correspond with the different characters in the story. Babies have opportunities to explore resources and materials that they would normally find at home, such as scarves and brushes. Staff always ensure that they support children by staying at their level and maintaining eye contact. This ensures that staff successfully model new words and language, which promotes children's understanding. Older children identify the numbers and shapes they find in a sand tray and enjoy moulding shapes. There is scope, however, to extend opportunities for younger children to experiment with sand during sensory activities.

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

Great care and consideration is given by staff and key persons to ensure that children settle into the nursery smoothly. This enables children to feel exceptionally safe, immediately enjoy their activities and benefit from the broad learning opportunities available. Key persons spend considerable time with parents prior to children starting, which enables them to understand, in considerable detail, children's individual needs. As a result, key persons commence caring for children with a very robust knowledge base, which enables children and staff to form exceptionally strong attachments and positive relationships. This ensures that children feel confident and secure from the very start. Staff put together an 'All about Me' photograph book for the younger children so they can look at pictures of their families, which they find very reassuring. Younger children readily approach staff for a cuddle if they need reassurance and staff respond warmly to children. Staff are highly skilled and immensely sensitive in supporting children as they adapt to their new environment so that they immediately begin to enjoy their activities. The strong relationships between children and staff promotes children's confidence. This is a key factor in children's continually increasing independence and encourages their urge to explore and discover. Children's independence is very well-promoted through a range of carefully planned activities that encourage them to do things for themselves. Mealtimes encourage even the younger children to feed themselves and older children help to serve

themselves to desert and regularly pour drinks of water throughout the day. All children enjoy a range of exciting outings to local parks and the community. Children's safety is given high priority by staff. Stringent risk assessments are conducted prior to all outings and include all indoor and outdoor activities. Multi-pushchairs are used to ensure younger children can easily see their surroundings, as they are taken to the parks and local woodland areas. All children and staff wear high-visibility jackets, which further strengthens the safety arrangements. This enables children to develop a very good understanding of the world around them. They enjoy additional exercise as they explore local woodland and enjoy picnics and short daily camping expeditions. Staff are very mindful of children's safety as they play outdoors and continually monitor their safety. This helps children develop an excellent understanding about how to keep themselves safe in a more challenging environment.

Staff liaise very well with local schools, where children transfer to and ensure that teaching staff have detailed information about children's individual care and learning needs, prior to them moving on to full-time school. As a result, children settle very well into their new school as they have already met their teachers and have had discussions about the move. Standards of hygiene are exemplary as staff are meticulous in keeping the nursery clean and have an excellent understanding of how this promotes children's well-being and protects them from illness and infection. Well-established routines are highly effective in ensuring children learn to confidently manage their own personal needs, which promotes their independence. Children behave very well and have an extremely good understanding of the needs of others. Their high levels of confidence are demonstrated as they eagerly approach visitors in the nursery and ask them questions. They help to serve each other at mealtimes and are immensely considerate and kind towards each other, as they share toys and resources. The indoor and outdoor environment is consistently being updated and renewed with resources and equipment. This results in a vibrant, stimulating and welcoming environment that enables children to actively explore and discover new experiences. An area outdoors is specifically organised for the younger children, so that they are able to play in exceptional safety. Here they enjoy using soft play and climbing equipment that is very well suited to the needs of younger children. A newly refurbished sensory room provides children of all ages with additional stimulation that promotes their imagination and creativity. Staff find this area particularly useful in encouraging younger babies to settle and relax. Children are exceptionally well supported as they move from one room to another. Key persons always accompany children on their visits to their new environment, which encourages them to feel exceptionally secure and safe. The planning of meals and snacks is very carefully considered to ensure that children have an excellent balance of nutrients. Children really enjoy the home-cooked meals that are nutritious and varied and are prepared freshly on the premises by a cook and two assistants. Snacks throughout the morning and afternoon always include fresh fruit, vegetables and breadsticks. Staff diligently ensure that children who have specific diets are well protected by colour coding the plates that they use and ensure they have food that specifically meets their needs. The varied diet encourages children to be adventurous in what they eat. Staff encourage children to discuss the food they eat during snack and mealtimes, which enables them to have an excellent understanding of which foods keep them healthy. Staff regularly sit with children and eat lunch alongside them. This promotes a very pleasant and relaxed social experience for children, which they thoroughly enjoy. Through this they develop excellent independence

as they serve themselves, help set the table and help others. Children develop a very good understanding of the correct way to use cutlery and develop good table manners. They demonstrate how thoughtful they are as they consider each others needs.

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

Safeguarding procedures are effective as all staff have attended safeguarding training and have a good understanding of their role in protecting children from harm. All staff have safeguarding awareness included in their induction and are fully aware of how to respond if they have concerns about children's welfare. Effective recruitment and induction procedures ensure that all staff working with children are suitable. A thorough induction ensures that all staff are clear about the standards that are expected from them. Managers informally observe how staff interact with children and provide regular supervision and appraisal sessions. This identifies their training needs and any potential areas for professional development. Monitoring of the educational programme is effective as a designated member of staff ensures that children's learning journals are up-to-date and accurately record children's progress. This ensures that key persons have clear and effective plans in place to support children's individual development. As a result, staff are well supported so that they effectively promote children's learning and development. Staff access a range of regular training opportunities through the local authority. Regular room meetings enable staff to discuss the needs of individual children and plan for their further development.

The advice provided by local authority advisers is utilised effectively and drives forward improvements and further developments. Managers regularly consult with parents through discussions and questionnaires, so that they are well-informed of their opinions and ideas. This information is used purposefully to implement changes and improvements. Parents are kept well-informed of their children's activities and any changes through the nursery website, social media and newsletters. Staff work effectively with local schools, building positive relationships with teaching staff. They invite teaching staff into the nursery prior to children's transfer into full-time school. This enables staff to exchange valuable information regarding children's individual stages of development and learning preferences. The manager and her team provide a strong and passionate leadership and have a good understanding of their responsibilities. Self-evaluation is ongoing and successfully identifies priorities for improvement so that the manager and staff team are clear about any plans for the future of the nursery. There is scope, however, to further enhance staff's professional development by formally observing and evaluating each other's practice. This is to ensure that good practice is continually shared and to enable children to benefit from the best possible learning opportunities.

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	EY283678
Local authority	Birmingham
Inspection number	872835
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	58
Number of children on roll	86
Name of provider	Smart Start Day Nursery Ltd
Date of previous inspection	06/06/2011
Telephone number	0121 353 1166

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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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