

Smart Kidz Day Nursery

100 Old Woolwich Road, Greenwich, LONDON, SE10 9PN

Inspection date

26/06/2014

Previous inspection date

01/02/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Children are happy, friendly and develop positive self-esteem as a result of the caring interaction of their key person.
- Effective and well thought out safety arrangements are in place, protecting children as they plan and learn.
- Children enjoy freshly prepared snacks and meals which are nutritious and reflect their individual dietary requirements.
- Staff provide a broad range of opportunities for children to engage in regular physical exercise.

It is not yet good because

- Arrangements to assess and monitor children's progress are not always fully effective in helping staff to easily identify achievement gaps.
- Staff working with the older children are aware of appropriate strategies to extend their language but do not use these consistently.
- The organisation of some activities and resources for older children limits their opportunities to develop independence and to explore their own ideas.
- There is little within the nursery to positively reflect the different languages spoken in children's homes.

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 viewed all areas of the nursery and garden.
- The inspector spoke with the manager, staff, parents and children during the inspection.
- The inspector observed the interaction of staff and children during a range of activities.
- The inspector undertook a joint observation with the manager.
- The inspector viewed a selection of documents including children's developmental records.

Inspector

Liz Caluori

Full report

Information about the setting

Smart Kidz Day Nursery registered in 2011. The nursery is owned and managed by First Day Nurseries Ltd. It operates from the ground floor of converted purpose-built premises in the Maze Hill area of the London Borough of Greenwich. There are four group rooms, kitchen and toilet facilities and a fully enclosed garden for outdoor play. The nursery is registered on the Early Years Register and there are currently 85 children on roll, all of whom are in the early years age group. The nursery is open each weekday between the hours of 7.30am and 6pm all year round. The nursery is able to support children with special educational needs and/or disabilities as well as those who speak English as an additional language. There are 17 staff employed with the children, of these 14 hold relevant early years qualifications. There is also a cook who prepares all snacks and meals.

What the setting needs to do to improve further

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

- make better use of assessment to more precisely monitor children's progress in order to identify gaps in their achievement and to evaluate the success of educational programmes.

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

- develop further the range of activities and resources which introduce children to languages other than English to reflect all languages spoken in the homes of those attending
- extend support to promote children's language by consistently using strategies that extend conversations
- review the organisation of adult led activities for older children to make sure that the amount of direction does not restrict children's independence or creativity.

Inspection judgements

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

Children enjoy a broad range of activities that promote all areas of their learning, although some aspects are better planned for than others. Work has recently taken place to

improve the systems for assessment to help staff monitor children's progress and plan for their future learning. However, there is some inconsistency in the quality of assessment within the staff team. Reviews of children's progress sometimes lack precision and the setting of learning goals for individual children is not always sufficiently frequent. This does not fully support staff or managers to gain a clear picture of the rate at which individual children are progressing in all areas of their development. Parents meet with their child's key person three times a year to formally discuss their child's progress. They do not routinely take an active role in setting future learning goals, but the manager has identified this as an area to improve. The nursery has appropriate arrangements to complete the required progress checks for two-year-old children.

Staff receive training on how to promote children's communication and language. Those working with the younger children use naming words and repetition effectively to support children to develop their vocabularies. Older children chat happily as they play but staff do not consistently use strategies, such as asking open-ended questions, to extend conversations. There is currently a strong focus on improving the support for children's physical development. The manager is exploring ways in which to offer more challenge for older children. So far she has been successful in linking with another local childcare facility to take children to explore their garden on a monthly basis. There are also regular exercise sessions which are held in children's group rooms. All children regularly use the outside play area and babies also have a ball pond in their group room.

There is an appropriate mix of free play and routine within the nursery. For much of the day children are able to choose the resources they want to play with and staff support their freely chosen play. However, the organisation of adult led activities is not fully effective. Staff do not always prepare sufficiently well and, as a result, children have to wait for resources to be set out. In addition, the amount of adult direction in some activities reduces children's opportunities to explore their own ideas. For example, when setting up a paint activity staff do not always encourage children to select their own materials. In addition, they do not set out enough resources to accommodate all the children who want to take part.

The nursery supports a number of children who speak English as an additional language or who regularly hear other languages in their homes. Staff effectively work with children to promote their English. However, they do not extend their support to offer a fully inclusive environment by positively reflecting children's home languages in the setting. The deputy manager takes lead responsibility for coordinating the care of children with special educational needs and/or disabilities. She fully understands her responsibilities and effectively works with parents and other professionals in order to meet children's individual needs.

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

Key person arrangements are effective throughout the nursery. Children respond well to the care and attention they receive and form trusting bonds with their familiar carers. This helps to promote their self-esteem and to develop a strong sense of security. Children are

friendly and generally behave well. A number of parents who were spoken to during the inspection said that they feel confident that they can approach their child's key person at any time.

Children play with an interesting selection of resources and generally use these well to extend their play. However, there are weaknesses in the organisation of resources for some of the adult lead activities. This means that there are times when children do not have the equipment they need for their chosen activity. The indoor environment is generally well presented and inviting. Space in the outdoor area is limited and work is currently taking place to increase the amount of equipment aimed at promoting physical play.

Children enjoy healthy snacks and meals which are prepared on the premises. There are effective arrangements to ensure that each child's individual dietary requirements are understood and reflected. Drinks are set out for children to reach at all times. Hygiene arrangements in the nursery are appropriate. The cook cleans the kitchen after preparing each meal and the cooker, fridge and freezer are also cleaned regularly. Children learn about the importance of following appropriate self-care routines and this supports them when they move on to future learning and school. Satisfactory procedures exist for children's transition to school. The manager finds out from parents which school their children will be attending and invites the reception teachers to visit the nursery. Staff work with individual children to help them develop skills they will need such as independence in their toileting. They also speak positively about school in order to prepare children emotionally.

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

Overall, the leadership and management of the nursery is effective in supporting staff to meet children's needs. They understand their responsibility to promote children's learning and development. Where there are weaknesses, these are generally prioritised for improvement, although not all changes are having a sufficiently positive impact. The manager spends time in each room, giving her a general overview of the experiences of children. She also meets regularly with individual staff but does not routinely monitor the quality of their assessments. As a result, the current arrangements to assess children's progress are not fully effective in supporting the management team to monitor the success of educational programmes. The interaction of staff is friendly and staff act as positive role models to children with regards to behaviour and language.

Robust arrangements are in place to promote children's safety. The manager takes the lead in safeguarding issues and has attended training for this role. She has rigorous procedures to check that staff understand their individual responsibilities and are aware of the signs and symptoms that may indicate a cause for concern. The manager fully understands the procedure to follow should concerns arise about the welfare of any child or if an allegation is made against a member of staff. Suitable vetting takes place for all staff. Students and volunteers are never left alone with children and are featured in the

photo display in the entrance hall, so that parents are aware of their role.

Parents receive a friendly greeting when they enter the nursery and those spoken to during the inspection are happy with the service they receive. There are also effective arrangements to work in partnership with other professionals involved in the care and welfare of children, including other childcare settings where care is shared.

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	EY434035
Local authority	Greenwich
Inspection number	976745
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	67
Number of children on roll	85
Name of provider	Smart Kidz Day Nurseries Ltd
Date of previous inspection	01/02/2012
Telephone number	020 8305 1038

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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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