

Smarty Pants Private Day Nursery Ltd

212a Horseley Heath, TIPTON, West Midlands, DY4 7QP

Inspection date	31/07/2014
Previous inspection date	28/11/2013

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		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 settled, happy and are warmly welcomed by caring staff. They are enthusiastic learners, develop strong independence skills, are eager to take responsibility and help one another.
- Warm and caring staff ensure that children settle securely into nursery. Regular communication and information sharing with parents supports children's learning at home and ensures children receive consistent support.
- Staff promote children's learning through effective teaching. Children are well supported as staff are knowledgeable about how children learn. Staff plan an interesting range of activities to help children make good progress in their learning.
- Children's safety is given high priority as staff are clear about how to protect children. A strong management team ensure that there are effective safeguarding procedures in place.

It is not yet outstanding because

- Staff do not always build on discussions about position, size and shape during everyday activities, to further extend children's understanding about mathematical language.
- Children have fewer opportunities to use a variety of tools and equipment to enable them to have greater control as they make marks.

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 children's activities in all four playrooms and the outdoor areas.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector talked to parents, staff and children and held discussions with the manager.
- The inspector looked at samples of children's assessment records, planning documentation, the nursery's self-evaluation and a range of other documentation.

Inspector

Susan Rogers

Full report

Information about the setting

Smarty Pants Private Day Nursery Ltd was registered in 2007 on the Early Years Register. It is situated in a detached property in the Tipton area of West Midlands and is managed by Smarty Pants Private Day Nursery Ltd. The nursery is one of two settings owned by the same provider. The pre-school room operates from a newly built separate annexe and there is an enclosed area available for outdoor play. The nursery serves the local area and is accessible to all children. The nursery employs 14 members of childcare staff. Three members of staff hold an early years foundation degree, eight members of staff hold early years qualifications at level 3 and two members of staff hold qualifications at level 2. The nursery opens Monday to Friday, from 7.30am until 6pm, all year round. Children attend for a variety of sessions. There are currently 81 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. 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:

- encourage children to have greater control as they make marks, for example, by extending the variety of tools and equipment available
- build on discussions about position, size and shape during everyday activities, to further extend children's understanding of mathematical language.

Inspection judgements

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

Children make good progress as both staff and the environment are welcoming. Caring and enthusiastic staff use good teaching methods to support children's learning and provide an interesting range of activities. As a result, children are eager and enthusiastic and clearly enjoy learning through play. Staff have a good understanding of the seven areas of learning and plan a balanced range of learning experiences based on children's individual interests. Children form close bonds with their key person and other staff, which ensures that staff know the children well. Parents are well supported as staff provide them with ideas of how they can support their children's learning when they return home. Children's assessments are informed by parents' impressions of their children's learning and progress and enable staff to plan for the next steps in their learning. Children thoroughly enjoy using the mud kitchen, which provides a rich source of imaginary opportunities. They learn how to use tools as they spoon the mud mixture from one container to another and use a sieve to remove excess water. This helps them understand mathematical ideas as they estimate how much water they need to add to the mud. They

work together as a team discussing their ideas with each other. This promotes their communication skills and helps them consider the needs of others. They learn how to problem solve using planks and crates. They carefully suspend planks from one crate to another so these can safely support their weight. Children's creative ideas are inspired greatly by these resources. They imagine that the planks surround a muddy lake and they encourage everyone to take extra care so they do not fall in. Children become skilled in using technology. They use a computerised camera to record their activities and discuss these recordings later. This encourages them to comment on what they see, promoting their observational skills. Children use head phones to accompany story times, so they can listen to the story. They listen together to a familiar story while a member of staff uses a story book to extend their learning and explain the content of the story. Circle time is used well to encourage children to listen to each other and share their ideas and experiences. Through this children contribute effectively to planning activities as they discuss what is available and what they would like to do next, so extending their communication skills. These activities help children acquire the skills they need for their next stage in their learning.

Outdoor play is readily available for the older children as their rooms open directly onto designated outdoor play areas. This provides children with greater freedom to explore and discover. Well-placed furniture supports babies who are learning how to walk. Younger children who are developing their mobility skills are sensitively supported by staff as they play outdoors. A range of well-positioned indoor equipment ensures they are well supported as they pull themselves up to a standing position. These activities encourage children to gain control and improve co-ordination in their physical development. Children enjoy washing dolls in soapy water and are supported in their creative ideas by staff who encourage them to keep the doll warm and wrap it in a towel. There is, however, further scope for staff to use language that describes position and shape during their conversations with children so that children's use and understanding of simple mathematical concepts and language is extended.

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

Children are content and happy as staff are very warm and caring and they easily go to staff for a cuddle or reassurance. Staff respond warmly to children, which promotes their feelings of security. Settling-in sessions for new children are managed very well. Parents are encouraged to stay with their children as they start attending. This enables children to become confident in the new surroundings and allows their key person to collect valuable information from parents before children start. Children sleep in safety and comfort as staff ensure that they settle. Staff make sure the room is quiet and peaceful and stay with children in the room at all times while they sleep ensuring their safety. Regular practice evacuations of the premises ensure that children are safe. Staff promptly complete the attendance register when children arrive, so this records an accurate number of children present at all times. A variety of outdoor excursions and trips promote children's understanding of the wider world. Older children use local transport to visit the local zoo, cinema and restaurant. Risk assessments are effective in ensuring children are safe and

include children wearing high visibility jackets when outdoors. Staff also discuss in detail with children, forthcoming activities with the older children to promote their understanding of how they can manage their own safety. As result, children have opportunities to keep themselves safe as they are escorted when crossing roads and are supported very well by staff. Children are well supported in preparation for their move into full-time school. They are independent, and make friends easily. They behave well and readily include each other in their activities. Lunchtimes are a positive social experience for all children. Older children enjoy the responsibility and independence of collecting their cutlery and trays and then serving themselves food. They collect their own water throughout the day and eagerly collect equipment and materials to use outdoors. Younger children's independence is also well promoted as they learn how to carry their plates back to the table after their food is served. Children discuss the food they eat with staff, which helps them understand positive aspects of a healthy lifestyle.

Children are encouraged to take responsibility for their own personal needs. All of the playrooms have low-level wash basins, which enables children to wash their hands independently. Staff ensure that a portable washbasin is available outdoors so children can wash their hands after messy play. Younger children can easily select from low-level storage containers, which ensures they have a choice of what they play with, which encourages their exploration. There is further scope, however, for staff to make available more mark-making equipment when children play outdoors, to enable them to gain greater control with tools to further promote their physical skills. Children learn about the natural world and the world around them as there is a variety of carefully planned activities that encourages their curiosity. Children talk with enthusiasm about the changes that take place while fertilised eggs are hatching. An incubator in the pre-school room enables the older children to carefully watch and care for the chicks as they develop and grow. Younger children watch ants burrowing in a viewable container and all children care for seeds planted in the garden. This promotes children's understanding of life cycles of plants and animals.

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

Good safeguarding arrangements are in place as both staff and managers are clear about how to respond if they have concerns about a child's care. All staff have attended safeguarding training. Support from a designated member of staff provides advice for staff and guides them through any concerns they may have regarding children's care. There has been a significant improvement made to practice since the last inspection. Children's hours of attendance are now recorded accurately and promptly when they arrive ensuring their safety. Improvements to mealtime organisation provide opportunities for children to build social skills at mealtimes, as staff sit with children and support and guide them. Close monitoring of the educational programme ensures that staff are skilled in using open-ended questions, so that children are able to extend their vocabulary. There is a thorough induction for all new staff and the manager ensures that staff are supported throughout their induction period with mentoring and supervision sessions. All staff are encouraged to develop their professional expertise and skills through training

opportunities. They are given time and encouragement to add to their professional qualifications. Peer observations are now well established with both staff and the manager. This information is then used to inform staff appraisals and tackle any performance issues. Staff meet regularly to share any plans for development and to ensure they are clear about their responsibilities and expectations. 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. This ensures that staff are regularly consulted regarding any changes so that these meet the needs of the children that attend.

Parent questionnaires, discussions with children, social events and parents' evenings ensure that parents are regularly consulted regarding any planned improvements. The nursery has recently undergone a refurbishment and parents have been informed regularly of progress. Careful consultation has taken place with parents and children regarding the proposed changes to the outdoor play area. A parent's notice board and regular newsletters ensure that parents are updated regularly and kept informed of changes. Staff are skilled at making links with local schools that children move on to. Staff regularly attend network meetings, which ensures that teaching staff are updated in respect of children that are moving on to their schools. Teachers are regularly welcomed into the nursery to meet and observe the children. Managers and staff actively share practice with other settings by visiting local nurseries and valuing the support provided by the local authority support adviser. Careful tracking and precision in documenting children's progress ensures that the quality of the educational programme is monitored. Managers ensure that children's progress is carefully tracked to ensure that any gaps in children's learning are closing.

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	EY360664
Local authority	Sandwell
Inspection number	962832
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	43
Number of children on roll	81
Name of provider	Smarty Pants Private Day Nursery Ltd
Date of previous inspection	28/11/2013
Telephone number	0121 520 8777

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

