

# Smarties Day Nursery

Smarties Day Nursery, West Street, Enderby, LEICESTER, LE19 4LS

## Inspection date

21/08/2014

Previous inspection date

18/03/2014

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

4

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

- Children are cared for in a nurturing and supportive environment. They are happy and form close bonds and secure attachments with all practitioners at the nursery. Practitioners praise children's achievements and milestone events, which very effectively promotes their self-esteem and confidence.
- The well-planned playrooms create enabling environments for children of all ages to promote their independence and to engage in purposeful play. Children benefit enormously from a varied range of play materials, both indoors and outside, to support their learning and development.
- Partnership working with other providers and professionals is strong, ensuring that moves between settings are well supported and that children settle easily.
- Leadership and management are strong and there is clear motivation to develop the nursery in order to improve opportunities for children's learning.

### It is not yet outstanding because

- Some practitioners do not always gather in-depth information from parents about what children can do at home.

## 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 children engage in free-choice play and take part in planned activities, and discussed these observations with the duty manager.
- The inspector looked at children's assessment records and planning documentation.  
The inspector checked evidence of suitability and qualifications of the practitioners
- and talked with the owner and duty manager about the self-evaluation and improvement plans.
- The inspector spoke with the practitioners responsible for leading teams, safeguarding and special educational needs.
- The inspector took account of the views of parents and carers from those spoken to during the inspection and from information included in documentation.

## Inspector

Anne Archer

## Full report

### Information about the setting

Smarties Day Nursery is privately owned and was registered by the current owner in 2007 on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It operates from renovated former industrial premises in the town of Enderby, Leicestershire. There is a large garden area available to all children for outside play. In addition, each early years base room has a small enclosed outdoor play area. The nursery operates Monday to Friday for 51 weeks of the year, from 7.30am to 6pm. 35 childcare practitioners are employed. Of these, 25 hold appropriate early years qualifications at level 3 or above, including one who has Early Years Teacher Status. Children attend for a variety of sessions in both the nursery and the separate out of school club and school holiday provision. There are currently 206 children on roll, 138 of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds and is a member of the National Day Nurseries Association.

### What the setting needs to do to improve further

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

- enhance the depth of information gathered from parents about what they know their child can do at home, in order to further enrich the planning process.

## Inspection judgements

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

Children in all areas of the nursery are enthusiastic learners supported by practitioners who have a very good understanding of how to engage children's interests and maintain their concentration levels. Practitioners recognise that children learn through play and that they have different learning styles. The planning for and monitoring of children's learning is secure and all aspects of learning are sufficiently included indoors and outside. Individual practitioners throughout the nursery demonstrate excellent teaching skills, which support children's learning very well. All children are secure in communicating their needs and preferences. Practitioners use a range of ways to support children's early language skills, enabling those with limited verbal skills to communicate their wishes. For example, picture cards and poster displays are used throughout the nursery to support communication.

Children of all ages enjoy listening to stories and rhymes, with older children participating with great enthusiasm, especially when it relates to a topic of particular interest, such as wild animals. Children's starting points on entry are secure and initial targets are established by key people working closely with parents during settling-in visits to support the child's move from home to nursery. Parents receive periodic reports on their children's progress and are invited to parents' evenings and open days, enabling them to be fully

included in their child's learning. They are also helped to understand how to best support their children's learning at home through newsletters, noticeboards and wall displays. However, practitioners do not always gather the extremely detailed information they need about what children can do at home to have an extensive knowledge to enrich the planning for individual children's learning and developmental needs.

The well-resourced learning environment and practitioners' astuteness in anticipating children's ideas and needs help to ensure that there are many opportunities for children's learning to be supported and extended. For example, an activity is quickly organised to extend a child's thinking in relation to a new interest in washing cars. Several other children also participate in and enjoy the experience. Practitioners are skilful at challenging children's thinking to get the most from adult-led and child-initiated activities. This helps children gain the necessary skills needed for their next stage in learning.

Practitioners working in the nursery and out of school club work hard to establish and maintain links with the schools the nursery children graduate to. To support this important move, reception year teachers are invited to visit children and observe them as they play in an environment in which they feel secure. They may also speak with key people to discuss any special support individual children may require.

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

Consistent adult-to-child ratios and the successful implementation of the key-person system ensure that children form strong emotional attachments. This supports children's settling-in process enabling them to become independent learners as they move through the nursery and into the out of school club. Children behave very well, show a very strong sense of belonging and display high levels of confidence and self-esteem. For example, a child who has moved to a new room is still very fond of and keeps in touch with their previous key person. Children learn to cooperate and negotiate with their peers and are extremely helpful when practitioners engage them in more serious activities, such as serving themselves with food and drinks at lunchtime. As a result, children are well supported as they develop self-care skills.

Children's health and dietary needs are very well supported. All childcare practitioners and catering staff are fully briefed on children's individual medical and dietary needs, and these are taken into account when menus are planned in consultation with parents. Parents are kept well informed of what their children are eating and discussions take place with parents as children's needs change. Children enjoy outdoor play and younger children have a variety of interesting activities to engage them as well as to support their physical development, such as washing the car.

Children become very independent as they move through the nursery and develop a secure understanding of healthy practices. They have discussions with practitioners about how to stop germs spreading when washing their hands before lunch and about the importance of cleaning their teeth after lunch. In addition, they talk about healthy eating as they wait for their lunch to arrive. Children are taught how to assess risk for themselves as they, for instance, build a hammock between low hanging tree branches. Older children

help to devise the rules within their club and have discussions with practitioners about road safety on the walk to and from school so that they understand why restrictions made on them benefit their safety. In addition, similar discussions take place before school holiday outings, such as when taking part in archery tuition, so that children understand the importance of listening to their instructor and following their advice.

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

The owner and the senior management team have high aspirations for quality. Since the last inspection and subsequent monitoring visit, the manager and her deputies have been working together with the owner and an independent consultant to review and evaluate the whole provision to ensure that the changes they have asked their workforce to implement are working as anticipated. They also want to focus on the continued development they envisage for the nursery. In particular, the security of the nursery has been greatly enhanced by the introduction of a full-time receptionist who monitors the entrance door throughout the day. This also means that childcare practitioners do not have to leave their children to answer the door, which benefits the children's learning experience. Children's safety is a priority for everyone at the nursery. External and internal risk assessments are conducted annually and reviewed frequently to ensure that all aspects of the nursery remain safe. Safeguarding is taken very seriously and senior management ensures that all adults working with children are suitable to do so through rigorous recruitment, induction and appraisal. All adults understand their roles and responsibilities in relation to potential child protection issues and are familiar with local reporting and recording protocols. They attend regular training and briefings so they remain up to date with all of the nursery's policies and procedures, which ensures that the requirements of the Early Years Foundation Stage are implemented well to support children's welfare and learning needs.

Robust recruitment practices ensure a strong, motivated workforce who work together well. Performance management is maintained through meetings, management and peer-on-peer observations and appraisals. This ensures that strengths and good practices are highlighted and celebrated and those areas for individual development are worked on and supported, either by collaboration with colleagues or by further training. Partnerships with parents are strong throughout the nursery and generally effective in supporting continuity of learning. There are several strategies across the nursery being implemented to enable parents to engage with their children's learning.

Children's learning is monitored efficiently and effectively, ensuring that any areas of concern are discussed with key people and parents early on and a support plan is adopted, for example, when potential additional needs are highlighted by practitioners. Senior management and key people appreciate the importance of sharing information with other providers who share the children's care and with other professionals who work with individual families, and are able to demonstrate how this effectively supports children's progress.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY358444
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	973880
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	168
<b>Number of children on roll</b>	206
<b>Name of provider</b>	Rhami Kaur Sandhu
<b>Date of previous inspection</b>	18/03/2014
<b>Telephone number</b>	0116 2861407

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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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