

Smarty Pants Day Nursery

1 Plashet Road, Plaistow, London, E13 0PZ

Inspection date	24/11/2014
Previous inspection date	15/04/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Staff provide children with a good range of learning resources to help them progress and achieve in all areas of their development.
- Strong leadership and management results in effective monitoring of staff performance and the delivery of the educational programme.
- Effective partnership between parents and staff mean that children settle well and achieve.
- Staff have developed close, caring and warm relationships with children; therefore, children show they are happy to attend.

It is not yet outstanding because

- Staff miss opportunities to extend children's ideas and thoughts, particularly during creative activities, in order to maximise children's full learning potential.

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 interaction between the staff and children, both inside and outside.
- The inspector examined a range of documentation, including children's and staff's files.
- The inspector examined resources and safety of the premises.
- The inspector carried out a joint observation with the manager.
- The inspector held discussion with parents, staff and external agencies.

Inspector

Caroline Preston

Full report

Information about the setting

Smarty Pants Day Nursery registered in 1995. The nursery is situated in converted premises in Upton Park, in the London Borough of Newham. It is located close to shops, parks and local transport links. All children share access to a secure and enclosed outdoor play area. The nursery is open between 8am to 6pm, during all-year round. The nursery mainly provides care for children in the local area. There are currently 62 children in the early years age group on roll. Children attend for a variety of sessions. The provider receives funding for the provision of free early education for children aged two-, three-, and four years old. The nursery currently supports children who are learning to speak English as an additional language and children with special educational needs and/or disabilities. All staff have suitable early years qualifications at level 3 and above.

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 children to express their ideas and thoughts during activities.

Inspection judgements

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

Staff observe and assess children's initial stages of development when they start and motivate them to try things for themselves. This means staff are effective in planning for children's future development. Staff also identify any gaps in learning and provide well-planned activities and resources to help all children achieve. Staff research information about children's special educational needs and or/disabilities. They then use this knowledge to provide a variety of resources to help children to meet their individual needs. For example, staff make soft malleable toys for babies and young children that help to calm and soothe them, which they enjoy playing with. This means staff are skilled in learning about specific needs of children; as a result, children make good progress. Staff provide children with interesting messy play activities, such as jelly, spaghetti and oats. This encourages children to learn about various textures, for example, how cold jelly and sticky spaghetti feel like. Children develop their language and communication as they talk to staff about the different colours of the textures. However, staff miss opportunities to extend children's creative ideas and thoughts further, through more challenging discussions. Nevertheless, staff provide children with colourful playdough activities. Children take part in preparing and making the playdough by adding and mixing the ingredients. They learn about measure and weight, and observe what happens when all the mixture is stirred together. Children make shapes from modelling dough and use small-world animals to print using the dough. This encourages children to develop their

hand-to-eye coordination skills. Staff provide children with challenging large-wooden climbing apparatus for them to explore indoors. As a result, children learn to move in different ways, as they balance skilfully, jump down safely to the ground and climb easily.

Staff provide a well-resourced learning outdoor space. This means children enjoy playing with the musical percussion set to make and learn about different sounds. This helps their creative development and understanding of the world. For example, children make marks on the wall using large paint brushes, therefore, developing their early literacy skills. Furthermore, children use their imagination as they play with different sized cardboard boxes and explore a large tray of soil, and variety of plastic insects and twigs. This stimulates discussions and conversations between staff and children, developing children's language.

Staff read to children and they encourage children to socialise and to recall and take part in story sessions. This helps children to speak out loud and learn the early stages of reading. This means children develop confidence and self-esteem and begin to use language in a meaningful way. Staff sing nursery rhymes with children, so that they are confident singing familiar nursery rhymes. Therefore, children are learning the necessary skills in preparation for their next stage of learning. Staff provide babies with a full and interesting range of sensory toys to enhance their learning. As a result, babies learn through their senses as they explore different lights, shapes and textures.

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

Staff help children to settle in easily and progress. Staff learn about children's individual needs immediately and discuss these with parents. This promotes children's well-being and independence and builds new relationships with parents. This means that staff implement the key-person system effectively in meeting children's needs. Staff have ensured children and babies have secure attachments with them, therefore, children show they are happy to be left with caring staff that meet their individual needs effectively.

Staff are good role models. They interact with children in a caring, nurturing manner and have affectionate relationship with them. Staff teach children about appropriate behaviour rules by implementing appropriate strategies, for example, they sensitively speak to children and provide clear explanations about expected behaviour. For example, children know when to stop and listen to staff at tidy-up time. Staff reinforce rules, for example, during story time, as they remind children to use their good listening ears and sit up, in order to get their full attention. As a result, children know the rules and follow them well, which means activities are successful.

Staff teach children about the wider world, by providing resources reflecting differences and positive images. Additionally, they encourage children to learn about different celebrations and festivals throughout the year, to develop their understanding of their own and other festivals. Staff provide children with healthy nutritious meals and talk to them about healthy foods during meal times. This means children begin to understand the importance of healthy lifestyles. Staff ensure all spillages, if any, of food are removed after

meal times, so children can play in a clean and hygienic space. Staff talk to children about safety, for example, road safety and practise fire drills with them. This helps children to understand how to keep themselves safe.

Children follow good hygiene rules and these are reinforced by staff. Children know the importance of hand washing before and after meals, and after using the toilet. Staff also teach children to dress and undress for sleep times, and children know how to put on their coats and shoes. Staff ensure sleeping arrangements meet the needs of the children, for example, older children sleep comfortably on mattresses, so they are warm and secure. Small babies are offered individual cots and appropriate bedding to ensure they are safe and comfortable. Staff ensure nappy changing routine are effectively implemented. This means children are changed regularly and have enough nappies brought in from home to meet their needs. Staff provide children with a well-resourced environment inside and outside. All toys are checked daily to ensure they are not broken or damaged. Staff take children to visit schools and talk to them about starting school, so children are knowledgeable about what happens.

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

The provider understands her responsibilities in meeting the safeguarding and welfare requirements and the learning and development requirements. She effectively monitors staff interaction with children and records of children's progress. She also monitors learning activities and resources offered to children by staff. This means she is able to close any gaps in children's development well. The provider undertakes regular supervisions with staff to identify their development needs. She provides good opportunities for further training for staff, so that they progress in their professional development.

Staff are knowledgeable of safeguarding procedures. Staff know how to identify any concerns and report these to the relevant safeguarding officer in the nursery and external agencies. The management team know how to follow procedures should an allegation be made against a staff member. All of which safeguards children's well-being. Staff carry out detailed risk assessments to keep children safe. Staff assess all areas of the nursery, inside and outside, and when taking children on trips; they ensure these areas are hazard free. Staff know to only administer medication that is prescribed and permission is sought from the parents. Staff will discuss health needs with parents when children start and when needed. This means staff follow effective medication procedures to maintain children's health.

Staff have established effective relationships with parents. Staff share children's records of achievements and offer parents ideas of how to help children learn at home. For example, staff provide good quality reading books so that parents can read to their children at home. Staff offer parents feedback forms, so they have opportunities to voice their opinions about the service. The provider offers training sessions to parents on parenting skills and has developed a new parent's room. This means parents have a designated area

to read information about the nursery, speak to staff and spend time at the nursery.

Staff work well with external agencies and understand the importance of partnership working to help children achieve. The provider's robust self-evaluation of the nursery has helped her to identify weaknesses and improve the nursery. For example, she has developed the garden so that children have free flow into the garden. She has purchased high-quality resources for inside and outside the garden to help children learn in all areas.

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

Unique reference number	132379
Local authority	Newham
Inspection number	998356
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	64
Number of children on roll	62
Name of provider	Jase Limited
Date of previous inspection	15/04/2011
Telephone number	020 8471 2620

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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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