

# Smart Learning Nursery

Commercial Unit, Mayfair Court, 76 Stonegrove, Edgware, Middlesex, HA8 7UH

## Inspection date

Previous inspection date

09/09/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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

- The quality of teaching is consistently good and staff use their knowledge and expertise to provide engaging experiences for children. As a result, children progress very well.
- Staff work closely with parents to ensure children's individual care needs are fully met. This ensures continuity between home and the nursery for each child.
- Staff regularly praise children's achievements and have high expectations of them, fully supporting how they feel about themselves.
- Leaders make sure that all staff keep on learning and improving their work with the children and parents. Reviews of how well the nursery is working are used very well to decide how to improve children's learning.

### It is not yet outstanding because

- Staff do not always fully exploit opportunities to promote children's independence skills in routines such as hanging up their coats.
- Staff promote all areas of learning well within the nursery as a whole although there is little to extend literacy and mathematics in the outdoor space.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children's activities in the main rooms.
- The inspector carried out a joint observation with the provider and held discussions with other members of staff.
- The inspector sampled the settings documentation including policies, parent packs, learning journeys and children's reviews.
- The inspector took account of the views of parents through written communication and online reviews.
- The inspector checked evidence of the suitability of all persons working on the premises and other documentation in relation to the safeguarding and welfare requirements

## Inspector

Rachel Pepper

## Full report

### Information about the setting

Smart Learning Nursery registered in 2014. It is owned by a private provider and operates from commercial premises in a residential block of flats in Edgware in the London Borough of Barnet. The nursery is open each week day from 7.30am to 6.30pm all year round, except for bank holidays and two staff training days. Children have access to one large play room, four smaller rooms and there is a garden for outdoor play.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery receives funding for the provision of free early education for children aged three and four, and supports children who have special educational needs and/or disabilities. There are currently three children on roll within the early years age range.

The nursery employs two staff, one of whom holds an appropriate early years qualification.

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

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

- maximise opportunities to develop children's independence and self-help skills in everyday tasks such as hanging up their coats
- enhance the outdoor area to complement existing activities, by introducing children who like to play outside more frequently to all aspects of learning, such as literacy and numeracy.

## Inspection judgements

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

Staff display a thorough knowledge of the Early Years Foundation Stage and implement robust procedures to meet all the requirements. The nursery ethos of providing good quality teaching experiences for children is highlighted through the activities that staff plan and provide. The quality of teaching is consistently good and children benefit from staff expertise. For example, staff introduce children to simple scientific concepts within their everyday play such as using torches to discover light, dark and shadow formations. Staff complete communication books to keep parents fully informed of children's daily activities. This provides continuity between home and the nursery. As a result, children benefit from opportunities to extend their learning at home, such as using torches provided to practise and reinforce their learning.

Children access resources and engage in a wide range of other activities that promote all areas of their learning. The indoor area is bright and welcoming, encouraging children to use the vast array of appealing resources on offer. For example, they freely access paper and materials to draw, look through books and locate toys of interest that have been purposely positioned by staff. Children play peek-a-boo games with their peers and delight in the repetition that staff encourage. Staff talk about 'mine' and 'yours' in play, further supporting children to develop a sense of self and belonging. Staff extend children's vocabulary and teach them to use new words through engaging in purposeful dialogue during all activities. Staff encourage children to listen and respond to them, using open-ended questions to further challenge their thinking. As a result, children's communication and language is developing well. Children use their hands to repeat actions to familiar songs and maintain their balance when rocking side to side, developing their physical abilities. They regularly play outside and benefit from the space of a large adjoining communal garden to develop their larger bodily movements. However, staff do not always use resources effectively to extend children's learning outdoors. In particular, there is little to promote mathematics and literacy with children who prefer to spend their time outdoors. Throughout the day children benefit from a good mix of adult led and child chosen activities to support their progress towards the early learning goals.

Staff promote children's school readiness well as they help them to develop a range of useful skills. For example, they encourage children to sit and listen on occasions throughout the day, such as when staff read a story. Staff challenge children to questions things and find out more. This is especially effective in the science areas where children use available magnets and magnifying glasses to investigate cause and effect, insects and nature. Children receive support to wait their turn. This helps to promote their understanding of socially acceptable behaviour and to develop relationships. Staff include all children in topics and differentiate activities to make the play relevant to each child. For example, older children refer to the wall maps to identify the continents and younger children complete puzzles of a map. Staff maintain learning journals which detail children's levels of development. These are available for parents to share with other early years providers or teachers. This supports children's move on to the next stage in their learning.

Staff complete regular observations on children and use these to identify their individual interests. They incorporate these well into activities to maximise each child's learning potential. Staff monitor children's progress accurately through completing quarterly reviews to ensure children are working at expected levels. This enables them to quickly identify any areas where individual children, or groups of children, may need additional support. As a result, they support children to progress well by focussing their learning to close any gaps rapidly. Staff establish effective partnership with parents and work with them to ascertain each child's starting points. Staff ask parents to complete 'wow sheets' when their child achieves something at home and use this information to provide continuity of care. Parent's feedback that they appreciate the quality of teaching children receive and say that they can clearly see the progress their children have made.

Children enjoy their time at nursery and appear settled and secure. Staff reassure them as needed and quickly recognise each child's individual care needs. For example, they are aware when a child is becoming tired and easily comfort them using a soft tone of voice. As a result, children develop secure attachments to the staff.

There are some good arrangements to help children develop a sense of belonging within the nursery such as individually named pegs. However, the labelling does not easily allow younger children to identify their own pegs. This means that some children do not fully benefit from the opportunity to develop independence in their self-help skills. There is an effective key person system in place. Each key person takes on the responsibility for monitoring and meeting the needs of the children in their group. They ask parents to complete an 'all about me' sheet when children start. This includes information on their family, likes, dislikes and culture. Staff work closely with parents to settle new children into the nursery. They use a gradual process which is adapted to suit each child's individual needs. In addition, staff complete a communication book for each child detailing their daily routines including what they have eaten and how long they have slept. As a result, parents and staff have the information they need to fully support children's personal, social and emotional development.

Staff promote children's behaviour well, providing provide clear expectations which are suitable to their age. Therefore, children display a good understanding of the nursery rules and boundaries. Staff praise children regularly throughout the day, raising their self-esteem. Children gain an awareness of personal safety and risks as they climb the front steps upon arrival and carefully negotiate some gentle challenges in the garden area. Staff take the opportunity to extend children's awareness further through road safety activities when out walking.

There is a good focus on promoting healthy eating with the children. Staff encourage them to try a range of well-chosen, nutritious food. For example, children enjoy lunches such as home cooked chicken casserole and pasta with natural yoghurt for dessert. Children also eat snacks which include a choice of fruit. Staff display posters of fruit and vegetables to teach children to recognise which foods are good for them. This promotes children's understanding of a healthy lifestyle and supports their choices to eat healthily. Children receive encouragement to assess their own personal needs as staff remind them that they have fresh drinking water available. Staff support children to wash their hands before all meals using a step to help them reach the sink to promote their independence. Hygiene arrangements are good. Staff wear gloves to change children's nappies and children use separate flannels to wash their faces. This teaches children about the importance of good personal hygiene and reduces the risk of contamination and spread of germs.

Children make good use of the resources available to them to enhance their enjoyment as they play and learn. Toys and equipment are suitable for the ages of the children and are well-maintained.

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

The nursery meets all safeguarding and welfare requirements well. Security arrangements are effective. Entrance to the nursery is via a secure buzzer system. The front door remains locked at all times and the keys are kept within easy reach in case of an emergency. All visitors to the nursery sign in and out and staff record children's attendance daily. Therefore, any adults entering the premises are authorised to do so and children are unable to leave unsupervised. In addition, staff are vigilant in their supervision of children, particularly when playing outside.

The provider is fully aware of safe recruitment procedures and follows up staff references. Staff working with children undergo full suitability checks, helping to further safeguard children. All staff have a good understanding of the child protection procedures and are aware of what to do in the event that they have a concern for a child. Staff are also fully aware of the procedures to follow if an allegation is made against themselves or another staff member. Staffing ratios are appropriate at all times and all staff are aware of the nominated first aider, and where they will be located each day. Staff carry out daily visual risk assessments and the nursery has a detailed written risk assessment for all areas used. Fire exits are clearly marked and staff organise regular evacuation practices.

The nursery maintains all required policies and, following a thorough induction, staff implement these consistently. For example, mobile phones remain locked away during the times staff are working with children and confidential information is stored in a cabinet. Staff obtain signed permission forms from parents for activities such as outings, administering medication and taking photographs. They provide parents with information about the complaints process and understand how to respond should they receive a complaint. Monthly meetings help to determine where staff may require further training or supervision to improve the quality of teaching. The provider also has an open-door policy so that staff can ask for additional support as needed. The provider has a well-organised, effective development programme to drive continuing improvement. This includes plans to include forest school training for staff and implementation of a more structured physical development programme for children, such as using outside instructors or yoga classes. Staff attend two training days each year when the nursery is closed, to further enhance their skills and knowledge.

The provider effectively monitors the learning and development requirements through her established links, and regular meetings, with relevant agencies and professionals. These relationships also offer access to specialised additional support for individual children if needed. The provider reflects on the interests of the children in her self-evaluation, regularly making changes to improve their experiences. For example, additional resources have been purchased after staff observed an increased interest by many children in the kitchen area. This included real life items to support children's role play and imagination further.

Staff encourage parents to express their views through the use of a compliments and complaints book located in the entrance. They reflect on parent's feedback making

changes were appropriate, for example improving the routines and frequency for nappy changes. Partnerships with parents are effective because staff offer regular opportunities for them to discuss any concerns or share sensitive information. Staff also communicate using emails where this is convenient for parents.

### **The Childcare Register**

The requirements for the compulsory 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>	EY474090
<b>Local authority</b>	Barnet
<b>Inspection number</b>	956914
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	16
<b>Number of children on roll</b>	3
<b>Name of provider</b>	Monuzza Saeed Syed
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07956800312

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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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