

Little Smarties Academy

Rocky Lane, Great Barr, Birmingham, B42 1NG



Inspection date

20 February 2015

Previous inspection date

3 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Practitioners plan interesting activities based on children's interests and individual learning needs. They have a good knowledge of how children learn and the quality of teaching is good.
- Children are happy and form close bonds with their key person. Practitioners have a caring and warm rapport with the children and this helps them feel safe and supports their emotional well-being.
- Practitioners work well in partnership with parents and they fully contribute to their children's learning and development, providing continuity and a smooth move from home to the nursery.
- The management team shows a strong commitment to improving outcomes for all children. There are successful systems in place to monitor and evaluate all aspects of practice to ensure good quality teaching and learning experiences for children.
- Good attention is given to safeguarding children. Children are cared for in a secure and safe environment where they are supervised effectively.

It is not yet outstanding because:

- At times, practitioners' questioning techniques are not consistent across the nursery. This results in some children not always having enough time to consider their response and use their language skills fully.
- Practitioners do not always effectively extend opportunities for older children to see and hear more words in their additional language.

What the setting needs to do to improve further

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

- consider the use of teaching techniques and give children more time to think and speak before asking more questions
- enhance older children's learning experiences to enable them to see and hear more words in their additional language used at home.

Inspection activities

- The inspector had a tour of the nursery with the manager.
- The inspector observed teaching and learning activities in the indoor and outdoor learning environment.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the nursery's self-evaluation form and action plans.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Jacqueline Nation

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children enjoy their time at the nursery and take part in a wide range of positive learning experiences based on their individual needs and interests. They develop the key skills needed in readiness for school. Practitioners interact well with the children during play and learning activities. They motivate children by joining in their play and help them to achieve well. However, at times practitioners do not always give children enough time to think and consider their response before asking them more questions. Children have fun while playing outside and learn about living things when they dig for worms in the soil. Older children confidently act out their favourite story as they hunt for bears in the garden. Younger children love to manipulate dough and their listening and speaking are supported successfully during play. While younger children are supported to use their home language during play, the opportunities for older children to see and hear words in their additional language are not promoted as well. Planning, observation and assessment work well to support children's progress and development. Children's achievements are regularly shared with parents.

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

Children's good health and well-being are fostered successfully. Children quickly feel safe and secure because settling-in arrangements are thorough and parents are welcome at the start of each session. Parents say that all practitioners are approachable if they have a concern or worry. Procedures such as these enable practitioners to develop strong links with parents. This supports children's emotional well-being. The playrooms are bright and welcoming and resources are arranged to make them accessible to children, to develop their independence skills and confidence. Practitioners promote good behaviour and children learn to share, take turns and help tidy up. Children learn to keep themselves safe as they play. A healthy lifestyle is encouraged. Children are active and eat healthy meals and snacks. Children with special educational needs and/or disabilities are supported effectively and good links with other professionals help them achieve well.

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

Leadership and management of the nursery are good. Effective action has been taken to meet the requirements of the Early Years Foundation Stage in response to the actions raised at the last inspection. This has improved children's learning, safety and well-being. The provider and manager understand the requirement to follow the safeguarding procedures in the event of a concern about a child, or if an allegation is made about a practitioner. Robust procedures are in place for recruitment, vetting and induction of new practitioners; this includes procedures to assure their ongoing suitability. Practitioners enhance their skills through training and this has a positive impact on the outcomes for children's learning. Good systems are in place to check and review the quality of the provision. This includes close monitoring of the educational programmes and the quality of teaching and learning.

Setting details

Unique reference number	EY152795
Local authority	Birmingham
Inspection number	989982
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	11
Name of provider	Tasmiya Ahmed
Date of previous inspection	3 September 2014
Telephone number	0121 358 0481

Little Smarties Academy was registered in 2002. It is run by Little Smarties Academy Limited, and is one of two nurseries under the same ownership. The nursery opens Monday to Friday, from 8am to 6pm, all year round, with the exception of bank holidays. The nursery employs 10 members of childcare staff. Of these, one holds a degree in early years, six hold early years qualifications at level 3 and two hold level 2. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.gov.uk/government/organisations/ofsted

© Crown copyright 2015

