

Smartiecare Limited

Wood Close, Main Street, Ripley, Harrogate, North Yorkshire, HG3 3AX



Inspection date

27 February 2015

Previous inspection date

20 January 2009

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

- The quality of teaching is good and occasionally outstanding. Staff interact skilfully with children to enhance their learning, therefore, supporting them to make good or better progress.
- The management and leadership team demonstrate a good understanding of implementing requirements and are effective in driving improvement. Staff are extremely motivated and share a commitment towards achieving excellence in all areas.
- Children develop very secure emotional attachments because staff build and sustain close working relationships with children and their parents. As a result, children's personal care needs and social skills are supported to a very high standard.
- All staff ensure children are safe in an environment that is secure. Staff demonstrate a good knowledge and understanding of safeguarding procedures and all other aspects of safety to protect children in their care.
- Children's health is well supported because meals and snacks are varied and nutritious and there are opportunities throughout the day when they are encouraged to engage in physical activity. As a result, children develop an understanding the importance of physical exercise and a healthy diet.
- Good links with local schools ensure continuity of care and learning. Reception teachers visit the nursery and are given information about children's progress and learning styles before children start school.

It is not yet outstanding because:

- Occasionally, activities such as the planned singing time for two-year-old children does not engage them all. Consequently, some children lose interest in the activity.

What the setting needs to do to improve further

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

- plan group time activities for two-year-old children more precisely, to ensure that all children are fully engaged and do not become disinterested.

Inspection activities

- The inspector observed the children's play both indoors and outdoors, including adult-led and child-initiated activities.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held meetings with the manager, deputy manager and provider of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children. She discussed self-evaluation with leaders of the provision and looked at a range documents and policies.

Inspector

Estella Champion

Inspection findings

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

The staff know the children in the setting very well. They use observations and assessments of the children to plan activities that are well matched to the children's learning and development needs. Staff adapt and extend activities which ensures children are usually very engaged, motivated and involved in their learning. For instance, staff extend children's interest in a story book about spiders, by taking the learning outside and encouraging children to paint webs on the floor using water and brushes. However, during singing time in the toddler room not all children are successfully engaged for the whole period of time. Staff are skilled at supporting children's communication and language development by modelling and extending children's vocabulary. Also, through careful use of questioning. Language development in the baby room is supported extremely well. Highly skilled staff engage in play, with children who are learning to talk, in an exemplary manner. Parents are kept very well informed and feel involved in their children's learning. This is due to the good use of day-to-day communication between home and nursery, parents' evenings and home to school information books.

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

Staff effectively support each child's personal, social and emotional needs. Excellent settling-in procedures and a good key-person system help ensure children feel emotionally secure. For instance, families receive a key-person bag before children start. This bag contains information, including a photograph, about the child's key person. Consequently, children and their families are helped to get to know their key person before children start to attend the nursery. Children are effectively supported to become independent. For example, staff encourage children to have a go at spreading butter onto their bread and to use cutlery correctly. This supports children's developing confidence and self-esteem. Children are socially and emotionally prepared for school. For example, the nursery has introduced physical education sessions for the older children. This means that children can develop the skills needed to get changed into their physical education kit, ready for when they start school.

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

Leaders show commitment to supporting the professional development of staff. The manager and the deputy manager provide regular formal supervision, alongside informal mentoring and coaching, to ensure staff fully understand their roles and responsibilities. The well-qualified room leaders constantly reflect on the practice in the areas they are responsible for. They talk with staff and parents to ensure that the provision adapts and changes to meet the needs of the children. For example, following some training, staff redesigned the sleep room in order to provide a more restful environment. Staff are well deployed, which means that children are very well supervised at all times. Staff track children's progress each term. They use tracking effectively to ensure children are making progress and identify times when a child might need more support or extra challenge.

Setting details

Unique reference number	EY302186
Local authority	North Yorkshire
Inspection number	856518
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	52
Number of children on roll	95
Name of provider	Smartiecare Limited
Date of previous inspection	20 January 2009
Telephone number	01423 771892

Smartiecare Ltd was registered in 2005. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above, including one with an early years foundation degree and one with Early Years Professional status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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