

# Smart Kidz Day Nursery

Smart Kidz Day Nursery, 100 Old Woolwich Road, Greenwich, London SE10 9PN



## Inspection date

25 June 2015

## Previous inspection date

26 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The nursery has a calm and relaxed atmosphere which helps children to settle well. Children lead their own play confidently but are equally happy to approach staff when they need some reassurance.
- Children are keen to learn and concentrate for long periods in their play. Adults provide a good range of carefully chosen resources and well-planned activities to challenge and extend children's learning.
- Children behave well and show good consideration to each other. They receive positive encouragement from adults to share and take turns when using popular toys and equipment.
- Partnership with parents is very effective. The nursery uses a range of innovative ways to seek parents' views and involve them in their child's learning.
- Leaders and managers, together with the staff team, have a clear desire to improve so children get off to a good start in their learning.

### It is not yet outstanding because:

- Staff working with children aged under two years do not always make the most of opportunities to further promote children's learning, particularly during routine times such as lunchtime.
- Leaders and managers recognise they need to improve how they monitor and track the progress made by different groups of children.

## What the setting needs to do to improve further

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

- continue to monitor the quality of teaching so it is consistently of a high quality; in particular, ensure staff working with the under twos make the most of all learning opportunities, including routine times such as lunchtime
- take a more precise overview in tracking children's learning to identify and address any variation in the progress made by different groups of children.

### Inspection activities

- The inspector observed teaching and learning both indoors and outside.
- The inspector held a meeting with the provider and the manager.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector took into account the views of parents spoken with during the inspection.
- The inspector reviewed a range of documentation including children's assessment records; evidence of the checks on the suitability of the staff; accident and incident records; the nursery's self-evaluation and a selection of the nursery's policies and procedures.

### Inspector

Marian Pearson HMI

## Inspection findings

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

Children are keen and motivated learners. Staff use information from their regular observations to plan a variety of activities that build on children's interests well, both indoors and outside. For example, two-year-olds create an exciting adventure with zoo animals. They take turns to build a 'volcano' from wooden logs; soon 'the animals are in trouble'. A 'route' is made in the pretend 'snow' for a 'spaceship' to land and save the animals. Adults extend this learning skilfully, checking how many animals are left to save and how long it will take to save them. Older children are adept at using the computer without help. They confidently type their name, know how to change programmes and skilfully use the mouse to create pictures using different colours. Children's physical skills in climbing and balancing are extended during regular visits to the local playground. They find out more about the local community as they go on trips, for example to Greenwich Park. Adults plan purposeful activities to address quickly any gaps identified in individual children's learning. As a result, all children make good progress from their starting points.

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

The key-person system is well established. Daily exchanges of information with parents ensure children's individual needs and care routines are met effectively. Children build secure relationships with adults and with other children. Babies take their first steps with encouragement from adults who know they are ready for this next stage of development. One-year-olds squeal with delight and are praised for their achievement when they find shells buried in the sand. A child is encouraged to return after his first session at nursery, as his new friends say they will miss him when he leaves. Adults help children prepare well for their move to school. They talk about the uniform children will wear and use books to help them understand what to expect. Mealtimes are used to provide older children with effective opportunities to develop their independence and talk with friends. Adults working with younger children use these times less well to extend learning. Staff demonstrate a good awareness of hygiene and safety procedures. As a result of their recent safeguarding training, they know what action to take if they have concerns about a child's well-being.

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

Leaders and managers understand how to support children's learning and implement secure procedures to help keep children safe. They provide useful advice and set clear targets for staff to ensure the quality of teaching, which is already good, improves continuously across the nursery. Managers routinely check the accuracy of assessments to monitor individual children's progress. They are looking to extend the tracking system to review more specifically the progress of different groups of children across different areas of learning, so any gaps can be identified and addressed. The manager works well with external agencies to support children's individual needs. Parents are actively involved in their child's life at nursery; they contribute suggestions to develop healthy menus and understand better how their children learn after joining them in 'messy play' sessions.

## Setting details

<b>Unique reference number</b>	EY434035
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	1011199
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	67
<b>Number of children on roll</b>	84
<b>Name of provider</b>	Smart Kidz Day Nurseries Ltd
<b>Date of previous inspection</b>	26 June 2014
<b>Telephone number</b>	020 8305 1038

Smart Kidz Day Nursery registered in 2011. The nursery is privately owned and operates from the ground floor of converted premises in Maze Hill. The nursery is registered on the Early Years Register. It opens each weekday between the hours of 7.30am and 6pm all year round. The nursery receives funding to provide early education for children aged two, three and four years. There are 15 staff employed to work with the children, of these 11 hold relevant early years qualifications.

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

