

<b>Inspection date</b>	14 January 2016
Previous inspection date	24 May 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The owner, the general manager and the nursery manager all form part of the management team. All take effective responsibility for the quality of teaching, learning and assessment. Staff understand the purpose, and are flexible in their use, of a range of teaching strategies that ensures children make good progress.
- Partnerships with parents, other professionals and schools are strong. The nursery seeks the views of parents, children and staff. This helps to identify effective targets and drive forward ongoing improvements that benefit children attending.
- Children form secure emotional attachments with staff through an effective key-person system and settling-in procedure. There are effective strategies for managing children's behaviour which include positive reinforcement, in order to promote their self-esteem.
- Children's health and well-being are fully promoted. Staff use the triple pushchairs to take the babies and toddlers on walks. Children learn to appreciate nature and wildlife as they feed the ducks, promoting their understanding of the world.

### It is not yet outstanding because:

- Staff provide fewer opportunities for children to gain an awareness of other people's differences and similarities.
- Staff do not always organise mealtimes so that babies are fully supported to develop their social, communication and language skills.

## What the setting needs to do to improve further

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

- help children develop a positive view of the racial and cultural diversity that reflects the local community and multicultural Britain
- strengthen the opportunities babies have to develop their social, communication and language skills at mealtimes.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the general manager and the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents and children spoken to on the day of inspection and from information included in the setting's own parent survey.

### Inspector

Linda Yates

## Inspection findings

### Effectiveness of the leadership and management is good

The management team has a good understanding of the Early Years Foundation Stage requirements. The arrangements for safeguarding are effective. All staff have undertaken safeguarding training. They are fully aware of the signs of abuse and neglect and their responsibilities to protect children from harm. Staff are skilled at identifying and successfully minimising any potential risks to children within the nursery or on outings. Their training needs are identified and their practice is monitored so that children make good progress. Parents are well informed about their child's experience at nursery. This helps to involve parents in their children's learning and ensures their individual needs are met. The manager has developed links with the local authority adviser and receives up-to-date information about the Early Years Foundation Stage.

### Quality of teaching, learning and assessment is good

The manager checks the activities she provides to make sure all relevant areas of learning are included in the planning. Staff follow each child's lead and motivation for learning. Exciting exploratory experiences are provided that encourage a multisensory approach to learning, increasing children's engagement and giving them a greater capacity for learning. Children investigate and observe the visual changes of water, ice, shaving foam and shredded paper and listen to the noises of the sensory bottles. During such activities, the key person uses commentary to extend children's understanding as they explore the materials. Staff enthusiastically sing and use actions alongside these activities to promote children's communication development. Children show real pleasure as they fully engage in the singing session. Staff encourage children to work together and take turns at holding the large play parachute indoors, developing their upper body strength. Children successfully develop the vital skills they need for their next steps in learning, such as pre-school.

### Personal development, behaviour and welfare are good

Staffing arrangements meet the needs of all children and ensure their safety at all times. Children are encouraged to wash and dry their hands before mealtimes. The management team promotes children's healthy diet and lifestyle by making sure they receive a nutritious diet and daily opportunities for fresh air and exercise. Children take manageable risks in their play as they use the sit-on trucks and small slide outside.

### Outcomes for children are good

There is an effective, structured approach to assessing children's development. This is applied to the whole group, key groups and individual children. Consequently, children's stage of development is easily determined and shared with parents or any other professionals involved. Teaching is tailored to ensure children make good progress. Children are working comfortably within the range of development typical for their age. Disabled children and those with special educational needs make good progress from their starting points. Staff effectively identify, monitor and secure further support for these children.

## Setting details

<b>Unique reference number</b>	218485
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	854503
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	20
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Janet Skelton
<b>Date of previous inspection</b>	24 May 2010
<b>Telephone number</b>	01785 817974

Smartys was registered in 1999 and is part of a privately owned chain of five nurseries. The nursery employs seven members of childcare staff. Of these, one holds Early Years Teacher Status, five hold appropriate early years qualifications at level 3 and one holds an appropriate early years qualifications at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. It supports a number of disabled children and those with special educational needs.

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