

Smarteenyz Nursery

Clopton Road Community Nursery, 121 Clopton Road, Birmingham, B33 0RJ



Inspection date

5 May 2016

Previous inspection date

14 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Children are warmly welcomed into a stimulating play environment. Staff are very caring and help children to feel secure and settled. Children are increasingly confident and self motivated. They become absorbed in activities that interest and challenge them.
- Practitioners teach children effectively. They offer good quality support for children as they learn through play and exploration. Practitioners offer a wide variety of resources and encourage children to use them in different ways.
- There are good working relationships with other agencies and professionals, such as health visitors and the local children's centres. This helps to ensure children and families receive the help that they need.
- Staff make very good use of the local environment to develop children's physical skills and extend their learning. For instance, they teach children how to keep themselves safe when walking to the farm.
- Parents speak highly of the staff and the service that they provide. They are extremely happy and say that their children's social skills have improved since coming to the nursery.

It is not yet outstanding because:

- Leaders carefully track and monitor the good progress that boys and girls make, however the progress of other groups of children are less well checked such as summer born and 2-year old funded children.
- There is not a strong enough emphasis on evaluating staff's practice. Leaders monitoring of staff's practice is not sufficiently well focused on improving further the quality of teaching.

What the setting needs to do to improve further

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

- Implement an effective systems to track and monitor the progress of all groups of children
- ensure that all children make the progress they are capable of making from their starting points by improving the quality of teaching through an effective system of monitoring and performance management.

Inspection activities

- The inspector observed activities and spoke with children and staff at suitable points during the day.
- The inspector completed a joint observation with the nursery manager.
- The inspector looked at a sample of policies, procedures and records, including those used for checking the suitability of staff.
- The inspector spoke to a several parents during the inspection and took account of their views.
- The inspector held discussions with the managers.

Inspector

Susan Crawford Her Majesty's Inspector.

Inspection findings

Effectiveness of the leadership and management is good

Senior leaders and staff have a good understanding of the requirements of the Early Years Foundation Stage and implement them effectively. Staff are able to extend their knowledge through effective supervision, by attending purposeful training and short courses. Since the last inspection, staff have developed their knowledge of how to support children's learning and have successfully reviewed their teaching styles. This has a positive impact on children's learning. On occasion, the more able children are not sufficiently challenged in their learning. The arrangements for safeguarding are effective. Staff have a secure understanding of their roles and responsibilities to protect children from harm. Staff make effective use of policies and procedures to ensure that children are kept safe. The manager and her team evaluate their practice and take into account the views of parents and children.

Quality of teaching, learning and assessment is good

Children learn through active play and exploration, both inside and outdoors. The quality of teaching is good because staff plan activities and experiences taking into account children's interests and preferences. For example, children enjoy imaginative play in the 'farm shop'. Older children solve problems and share books with their friends. Staff place high emphasis on supporting children's language and communication. Staff use key words and pictures to help children make connections in their learning, particularly the younger children. In addition, good use is made of microphones and talking tablets to help obtain responses from children. They sing with delight in front of each other and celebrate their achievements. Children's confidence and emotional well-being is given high priority.

Personal development, behaviour and welfare are good

Staff value children as individuals and nurture their development. Staff are excellent role models and play alongside children, teaching them sensitively to share and take turns successfully. This helps children to form excellent friendships with each other and quickly understand what behaviour is acceptable. Settling-in procedures are flexible to meet children's individual needs. This enables the staff to begin to develop relationships with the children and their parents and support continuity in their care and development. Children enjoy playing in the fresh air and are provided with healthy food options. They learn about keeping healthy, for example, they help to grow vegetables in the nursery garden. Children's awareness and understanding of the local community is enhanced during regular walks and outings to places of interest.

Outcomes for children are good

Most children are making good progress from their starting points, especially in communication and language. They are developing the skills and capacity to learn in preparation for the next stage of their learning, such as school. Children are learning to be independent in their personal care and select their own choice of toys and activities. Older children are developing good mathematical skills and are learning to read and write their own name. Children have great fun and learn about size and shape when staff lie down and allow children to chalk around them which they find highly amusing.

Setting details

Unique reference number	EY445645
Local authority	Birmingham
Inspection number	1050163
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	44
Number of children on roll	46
Name of provider	United Birmingham Ltd
Date of previous inspection	14 May 2015
Telephone number	0121 572 9540

Smarteenyz Nursery was registered in 2012. It is privately owned. It operates from converted premises in the Sheldon area of Birmingham. The nursery is open from 8.00am until 6pm all year round with the exception of bank holidays and one week at Christmas. The nursery employs six members of staff and this is complemented by agency staff. Of these, all hold appropriate early years qualifications at level three and above. The nursery provides funded early education for two, three- and four-year-old children. The nursery supports children with special educational needs and children who speak English as an additional language.

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