

# Smartie Pants Day Nursery



Ruskin Court, Ruskin Road, MABLETHORPE, Lincolnshire, LN12 1BP

<b>Inspection date</b>	25 October 2016
Previous inspection date	7 November 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 manager supports staff well in their role. Supervision meetings are used to identify how staff can help their key children to close any gaps in their learning.
- Children who have special educational needs or disabilities are supported very well by staff and they develop strong attachments with them. Staff work in partnership with other professionals to support children's individual learning needs.
- The quality of teaching is good. Staff know the children well. They use observations and their good knowledge of children to establish what they need to learn next. They help children to make good progress in their learning.
- Staff remind children to use good manners. For example, in the toddler room, they sing songs before having snack to remind children to say please and thank you.
- Children are welcomed when they arrive by friendly staff. This helps them to settle quickly. Parents say that they like how their children are treated like part of a family in the nursery.

### It is not yet outstanding because:

- Staff do not fully involve parents in identifying the starting points for their children's learning to help inform their initial assessments.
- Staff do not consistently involve all parents in their children's ongoing learning and development in the nursery and at home.

## What the setting needs to do to improve further

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

- gather more detailed information about children's prior learning from parents to help inform the assessment of their starting points
- involve all parents more fully in children's learning and development in the nursery and at home, so they are able to contribute to the good progress children are making.

### 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 completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager
- The inspector looked at relevant documentation, such as the nursery's policies and procedures, training certificates and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents and children during the inspection and took account of their views.

### Inspector

Hayley Ruane

## Inspection findings

### Effectiveness of the leadership and management is good

Staff attend training that helps them to support children's learning and development. For example, in the toddler room, staff learn about the different ways in which children play and provide resources to enhance their learning. The manager regularly reviews practice and gathers information from parents and staff to help her to identify improvements. Arrangements for safeguarding are effective. The manager and staff know the procedures to follow if they have concerns about children's safety and welfare. Staff assess the environment, both indoors and outdoors, for risks prior to children attending and remove any hazards. This helps to keep children safe. The manager has good relationships with the staff at schools that children move on to. Information is shared with them and teachers visit the children in the nursery.

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

Children are confident to explore the inviting and stimulating environment. Resources are at children's level and are easily accessible, supporting their independence. Staff are good role models and play alongside children. They engage children in conversations and ask them a range of questions to extend their learning. For example, staff ask older children what ingredients they would like to use when making a potion. Children talk confidently as they select flour, sugar and 'unicorn blood'. Babies enjoy the close contact they have with staff. Staff count to three and lift them into the air. Babies laugh and giggle with enjoyment and lift their arms, indicating to staff that they want to repeat the action. Staff support baby's communication and language skills by singing songs and actions rhymes with them. In the toddler room, staff encourage children to sing nursery rhymes on their own to help them develop confidence in their speaking skills.

### Personal development, behaviour and welfare are good

Children enjoy daily physical exercise. They have access to an extensive outside area where they are able to explore the natural environment. For example, toddlers splash in puddles and push toy trucks through the mud. Staff provide children with a range of healthy snacks and meals. The nursery cook gathers information about children's dietary requirements and accommodates their individual needs. Staff sit with children during snack and mealtimes. This helps children to develop good social skills in readiness for their move on to school. Staff encourage children to be independent and give assistance when needed. For example, they help them to use a knife to spread butter on their cracker. Staff use positive language to manage children's behaviour. For example, they remind older children to sit on their chair when they eat their lunch.

### Outcomes for children are good

Additional funding is used effectively to close any gaps in learning. As a result, all children make good progress. Children are confident and motivated to learn. Older children develop their mathematical skills when they use a tape measure to measure the height of staff. They say that they are five metres tall. Children develop their writing skills as they make marks on paper to record their findings.

## Setting details

<b>Unique reference number</b>	EY444788
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1065884
<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 - 10
<b>Total number of places</b>	57
<b>Number of children on roll</b>	89
<b>Name of registered person</b>	Sarah Jayne Fenton
<b>Registered person unique reference number</b>	RP515931
<b>Date of previous inspection</b>	7 November 2013
<b>Telephone number</b>	01507477001

Smartie Pants Day Nursery was registered in 2012. The nursery employs 14 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, one at level 4 and one at level 6. The nursery opens from Monday to Saturday all year round, except for one week at Christmas. Sessions are from 7.30am until 6.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

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