

Smart Tots Day Nursery

25 Horse Fair, Banbury, Oxfordshire, OX16 0AE



Inspection date

23 November 2016

Previous inspection date

21 May 2013

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

- Staff use the new planning and assessment systems well to identify the next steps in children's learning. All staff working in the room are aware of how to promote each child's development. All children make good progress relative to their starting points and capabilities.
- Staff ensure children's emotional well-being is a priority. Children are settled and happy.
- Staff in the preschool room are particularly skilled at helping children develop early reading and writing skills. For example, they use national literacy schemes in a fun and engaging way, taking into account the differing abilities of the children taking part.
- Partnerships with parents are strong. Staff effectively communicate with parents in a variety of ways, to share detailed information on their children's care and learning. The manager encourages parents to take an active role in making improvements to the provision. For example, parents have helped improve the range of food children eat.

It is not yet outstanding because:

- Managers do not make the most of their accurate monitoring of the quality of teaching to ensure staff learn from this and improve on their already good teaching skills and ensure children experience the best levels of challenge in their activities.
- Staff working with the two-year-old children do not organise their routines to ensure children are fully involved and do not have to sit and wait too long for lunch.

What the setting needs to do to improve further

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

- look more closely at the impact of teaching on children's learning and use this information to share good practice and help children achieve at the highest possible level
- ensure the routines in all areas make the most of every learning opportunity and children do not have to sit waiting for too long.

Inspection activities

- The inspector observed children's play and staff interaction with children, and viewed the toys, resources and equipment.
- The inspector held discussions with the managers, staff and children.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector completed a joint observation with the manager.
- The inspector checked evidence of safeguarding practices, staff recruitment, staff training and professional development, and the evaluation process. The inspector looked at children's records, and discussed how staff assess children's progress.

Inspector

Victoria Weir

Inspection findings

Effectiveness of the leadership and management is good

The manager, supported by the senior management team, ensures the nursery operates well. Safeguarding is effective. The manager ensures all staff are aware of the procedures to follow to protect children's welfare. She works effectively with other professionals involved in keeping children safe, such as family support workers. Robust recruitment procedures and regular checks on staff ensure their ongoing suitability. The managers give guidance to staff and ensure their knowledge is up to date and they maintain a good standard of teaching. For example, staff recently refreshed their knowledge of good practice around managing children's behaviour through training. Management check the progress children make, ensuring any gaps in learning are addressed. Managers, staff, children and parents influence evaluation of the nursery's strengths and weaknesses.

Quality of teaching, learning and assessment is good

Staff provide a range of interesting activities and well organised resources that help children learn. Staff encourage children to make links in their learning as they explore resources in their own way. For example, staff encouraged preschool children to write their names in the sand as they explored the different marks they could make. Staff helped babies to follow their ideas as they painted on paper and then their hands and then the hands of the member of staff. There is a strong emphasis on developing the communication skills for toddlers and babies. Staff model language well, they speak clearly and they spontaneously sing to children as they play. Staff effectively provide many opportunities for preschool children to gain skills to help them make a good start at school. For example, staff teach them to listen well to each other in small groups.

Personal development, behaviour and welfare are good

Staff teach children to take turns and be kind. Children benefit from energetic, daily play in the garden. Staff foster children's independence, such as when they praise children for their efforts putting on their own coats. Older children confidently take care of their own self-care needs, such as using the toilet. Staff follow individual routines for babies and toddlers. They offer babies lots of cuddles and reassurance if they are upset, tired or shy when visitors are present. Children are confident and motivated.

Outcomes for children are good

All children make good progress in preparation for the next stage in their learning, including school. Children with special educational needs and communication and language delay, including those with English as an additional language, are catching up as a result of staff prioritising aspects of their learning. Older children play cooperatively together. Babies and toddlers discover new things as they use their different senses to investigate.

Setting details

Unique reference number	EY375472
Local authority	Oxfordshire
Inspection number	1062180
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 - 4
Total number of places	80
Number of children on roll	77
Name of registered person	Complete Childcare Limited
Registered person unique reference number	RP900874
Date of previous inspection	21 May 2013
Telephone number	01295 259393

Smart Tots Day Nursery registered in 2008. It operates from a building in the centre of Banbury in Oxfordshire. The nursery is open from 7.30am until 6pm each weekday. It is closed bank holidays and for about a week at Christmas. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery employs 19 staff to work directly with the children and all but two of the staff hold an appropriate childcare qualification. It supports a number of children who speak English as an additional language and children with special educational needs.

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