

Smart Kids Childcare

Bhailok Square, Fulwood, Preston, Lancashire, PR2 8DY



Inspection date

22 May 2017

Previous inspection date

27 March 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The manager has failed to ensure that the required progress checks for children between the ages of two and three, have been completed.
- Children who speak English in addition to other languages are not sufficiently supported. Staff do not always know or provide opportunities for children to develop, the languages they hear or speak at home.
- Children's stage of development on entry is not always known. Methods devised to identify children's starting points are not effectively implemented.
- Staff performance is not monitored thoroughly enough to ensure the quality of teaching and assessment continues to improve.

It has the following strengths

- Staff are appropriately deployed to support activities which promote children's physical skills. They take children swimming and participate in specialist sports sessions. Staff ensure children's well-being is maintained as they play out in the garden.
- The manager has established innovative ways of exchanging information with parents. Some parents contribute their own observations of children's learning to the nursery's online learning platform. Others complete Wow sheets, sharing their children's interests and achievements.
- Staff work well in partnership with other agencies to support children who have special educational needs and/or disabilities. They make good progress in their learning.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure that the required progress check, for children between the ages of two and three, is completed	01/07/2017
■ ensure that opportunities are provided for children to use and develop their home language in play	01/07/2017
■ implement methods of assessing children's stage of development on entry, in order to establish their starting points, so that staff can begin to plan for their learning straight away.	01/07/2017

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

- improve the methods used to support the professional development of staff, so that staff are aware of what they need to do to continually improve their teaching.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact on children's learning.
- The inspector had a tour of the premises and spoke with staff and children during the inspection.
- The inspector completed a joint observation with the setting's early years professional.
- The inspector held a meeting with the manager and the early years professional. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and later on the telephone and took account of their views.

Inspector

Val Aspinall

Inspection findings

Effectiveness of the leadership and management requires improvement

Recent changes in staff and less rigorous monitoring of staff performance by the manager have contributed to requirements not being met. The manager is aware of the weakness identified and has devised an improvement plan. Overall, monitoring of children's development enables the manager to compare the progress of different groups and devise an action plan to address gaps found. Safeguarding is effective. Staff ratios are maintained and the premises is checked to ensure it is safe, clean and secure. The experienced staff team has a clear understanding of child protection procedures and update their local knowledge through training. They can identify when children may be at risk of harm and know how to refer their concerns. Required policies and procedures are implemented appropriately and records are up to date, stored confidentially and shared with parents when needed. Recruitment is sound. Staff are appropriately vetted.

Quality of teaching, learning and assessment requires improvement

Teaching is inconsistent. Children who speak English as an additional language are not supported effectively to make good progress in their learning. Staff do not promote their home language through play. Methods of assessing children's progress are not rigorously implemented. Staff do not complete the required assessment of progress for children between the ages of two and three or consistently find out what children can already do, on entry. However, planned activities are taught well. Children learn to care for animals and plants. They show excitement when Cyril the giant snail pops out of his shell. Babies enjoy singing songs before lunch and pre-school children listen attentively to stories.

Personal development, behaviour and welfare require improvement

While staff are warm and responsive towards children, they do not always know enough about them to support their self-esteem to the highest levels. For example, they sometimes do not know, or are mistaken about, the languages children speak at home. Children who are tired and fretful are quickly soothed with a kind word or a cuddle. Staff effectively support children's self-care skills and help them to become independent. Babies feed themselves with appropriate cutlery and older children serve themselves cucumber and carrots at snack time. Staff prioritise children's health. They follow effective hygiene procedures during nappy changing and when preparing meals. Children behave well. They listen to staff, who encourage them to share and take turns.

Outcomes for children require improvement

Not all children make good progress in their learning. However, pre-school children show a readiness to start school. They are independent and confident, full of fun and keen to share their opinions. They develop writing skills and are beginning to make the link between letters and the sounds they make.

Setting details

Unique reference number	EY453915
Local authority	Lancashire
Inspection number	1098545
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	106
Number of children on roll	98
Name of registered person	Smart Kids Childcare
Registered person unique reference number	RP907794
Date of previous inspection	27 March 2014
Telephone number	01772 719719

Smart Kids Childcare re-registered as a limited company in 2013. The nursery employs 13 members of childcare staff. Of these, five hold qualifications at level 3, one holds level 4, five hold degree level 6, one of whom holds a postgraduate certificate in education, and one holds early years professional status. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children who have special educational needs and/or disabilities.

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.

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