

# Smart Kids Nursery

2 Tower Road, Aston, Birmingham, West Midlands, B6 5BN



## Inspection date

6 June 2017

Previous inspection date

21 May 2015

| 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

- Partnerships with parents are firmly established and valued. Parents contribute to their children's initial assessments and receive a wide range of information to keep them informed and support their children's learning at home.
- Children develop a strong sense of belonging. They behave well, share toys and are kind to others. They learn to be independent and do things for themselves, such as serving their own food at mealtimes.
- There is a strong management structure in place and staff work well together as a team. Self-evaluation includes the views of staff, children and their parents and is effective in securing improvements and further development.
- The learning environment throughout the nursery is spacious, stimulating and conducive to children's learning. Interesting resources and equipment that are of a good quality encourage children to explore a variety of learning experiences.

### It is not yet outstanding because:

- Occasionally, staff do not always provide additional challenge for the most able children that extends their learning and helps them make the best possible progress.
- The professional development of staff does not focus thoroughly on extending their practice even further.

## What the setting needs to do to improve further

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

- support staff to consistently offer additional challenge that help the most able children make really rapid progress
- extend professional development opportunities for staff to raise the quality of teaching to the highest level to help all children achieve the best possible outcomes.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector carried out a joint observation with the manager of the nursery.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the provider and manager of the nursery.
- The inspector looked at children's records, evidence of the suitability of staff and a range of other documentation. The inspector discussed the nursery's planning, policies and procedures and self-evaluation.
- The inspector spoke with parents during the inspection and took account of their views.

### Inspector

Susan Rogers

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are vigilant in identifying concerns about children's safety and well-being. They know the correct reporting procedures to follow if they have any concerns about children's welfare. All staff keep their safeguarding knowledge up to date through training. Staff are well qualified. The recruitment and induction procedures are effective in checking staff's suitability. Managers provide staff with training opportunities to extend their skills and knowledge which helps them to provide good learning experiences for children. Children's progress is tracked to help identify any gaps in learning. Managers put plans in place to help reduce these gaps swiftly. Effective links with the other providers help to ensure continuity in children's care and learning.

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

Staff ensure activities follow children's individual interests. They use observations and assessments effectively to identify what children need to learn next, helping children make good progress in their learning and development. Children pour different coloured paints into see-through bags to form new colours. Staff talk to children and help them describe what they see and hear. Younger children learn to recognise objects and shapes. Staff sing songs to children during their daily routines which encourages children to join in and develop their communication skills. Children enjoy exploring soap suds as they pretend to wash dishes. They compare the size of the bubbles they find. They practise at blowing these gently and are delighted to observe that they float away.

### Personal development, behaviour and welfare are good

Children develop a positive sense of achievement during team games which helps them develop good physical skills, confidence and self-esteem. Younger children who are learning to walk are well supported. Staff place equipment in the middle of the room that encourages younger children to stand upright and further develop their mobility skills. Staff help children to develop a good understanding of the routines in the setting. For instance, children take an active part in tidying up their toys. Children celebrate a range of festivals and develop a positive awareness of similarities and differences between themselves and others.

### Outcomes for children are good

Children are independent and eager to help and complete tasks for themselves. They develop good literacy skills, are keen to write their own name and listen avidly to stories. Younger children learn to identify numbers written on building blocks and count the number of bricks they use to build a tower. Children are eager learners, equipped with the key skills needed for their future learning and are well supported to be ready as they move on to school.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY475133  |
| <b>Local authority</b>                           | Birmingham  |
| <b>Inspection number</b>                         | 1095528   |
| <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 - 8   |
| <b>Total number of places</b>                    | 47  |
| <b>Number of children on roll</b>                | 91  |
| <b>Name of registered person</b>                 | ASKN Ltd  |
| <b>Registered person unique reference number</b> | RP906008  |
| <b>Date of previous inspection</b>               | 21 May 2015   |
| <b>Telephone number</b>                          | 01214394980   |

Smart Kids Nursery registered in 2014. The nursery employs 15 members of childcare staff, all of whom hold appropriate early years qualifications. Of these, three staff hold relevant qualifications at level 6; seven at level 3 and five staff at level 2. The nursery is open each weekday, from 8am to 6pm, all year round. The nursery receives funding to provide free early education for two-, three-, and four-year-old children.

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