

Smart Teenies

Randall Christian Centre, 12 Randall Place, LONDON, SE10 9LA



Inspection date	14 August 2017
Previous inspection date	5 February 2014

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

- The manager evaluates and monitors the quality of provision effectively. She considers the views of parents when deciding priorities for improvement.
- The manager identifies relevant training for staff to complete. This increases their knowledge and improves the quality of teaching. As a result, children achieve good outcomes.
- Staff meet the individual care needs of children and support them to develop good social skills and to behave well.
- Children's moves on to the next stage of their care and education are managed well. Key persons effectively support children's emotional well-being and increasing independence.

It is not yet outstanding because:

- Information provided to parents about children's progress is sometimes unclear.
- Children are not consistently given opportunities to express their own ideas during creative activities.

What the setting needs to do to improve further

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

- provide more precise information for parents about their children's progress so that they are more able to support learning at home
- extend further the opportunities for children to use their own ideas and imaginations when taking part in creative activities.

Inspection activities

- The inspector reviewed documents, including learning records for children, staff records, newsletters, complaints and accident records.
- The inspector jointly observed and discussed a children's activity with the manager and deputy manager.
- The inspector sought the views of parents during the inspection visit.
- Discussions were held with staff at appropriate times.

Inspector

Kareen Anne Jacobs

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure understanding of how to keep children safe. They know how to recognise children in need of protection and what to do if concerns arise about children's welfare. All staff have completed first-aid training. The manager has systems in place to minimise risks to children, for example, by closely monitoring records. Appropriate recruitment procedures are followed and the ongoing suitability of staff is regularly reviewed. This contributes to children's safety and welfare. The manager uses feedback from parents to help evaluate her service. For example, menus have been revised to ensure a balance of different foods across the week. The manager uses supervision meetings effectively to enhance the practice and teaching skills of staff.

Quality of teaching, learning and assessment is good

Staff provide a range of activities that children enjoy. For example, adults sit and support children as they explore play dough. They change the tones of their voices to engage children and sprinkle glitter from a height to add sparkle to the dough. Adults encourage children to look and observe the changes that the glitter makes. This helps to develop children's ability to listen and pay attention. Children sit on cars and use their feet to propel themselves forwards and backwards, making car sounds as they do so. Overall, partnerships with parents are effective and staff take appropriate action and work with parents to address potential gaps in children's learning and development.

Personal development, behaviour and welfare are good

Children behave well. Staff encourage good manners and children begin to learn social skills, for example, as they sit and eat with others. Staff provide effective personal care and contribute to children's emotional well-being. They cuddle children closely as they feed from bottles, speaking with them in gentle voices. Staff support children to develop their self-care skills. For example, toddlers move from using beakers to cups at mealtimes. They begin to learn good hygiene habits, such as washing their hands independently before eating. Staff are responsive to the individual needs of children. They work flexibly and change routines when needed. For example, lunch is saved for children who prefer to eat after they have slept. Staff apply sun cream to babies and toddlers. This contributes to their understanding about how to keep safe and maintain good health as they grow and develop.

Outcomes for children are good

Very young children begin to develop the skills needed to become motivated and independent learners. Toddlers show early mathematical skills as they sort and find their shoes before playing outdoors. Babies grow in confidence as they balance and hold on to furniture to move around. Children use large muscles and their imaginations as they play outdoors. They are well prepared for their next stages in learning.

Setting details

Unique reference number	EY463507
Local authority	Greenwich
Inspection number	1069352
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 2
Total number of places	18
Number of children on roll	16
Name of registered person	Smart Teenies Ltd
Registered person unique reference number	RP904227
Date of previous inspection	5 February 2014
Telephone number	02083050090

Smart Teenies registered in 2013. It is located near Greenwich town centre, in the Royal Borough of Greenwich. The setting is open from 8am to 6pm on Monday to Friday, all year. Six staff work directly with the children. The manager holds a qualification at level 6 and five staff are qualified at level 2 and level 3.

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