

Inspection date	17 October 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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 have strong partnerships with parents, outside agencies and other providers. They share good information, which helps them to consistently support children's learning.
- Staff build strong relationships with children. They get to know children well and help to settle them quickly. Children enter the nursery confidently and demonstrate good social skills.
- Staff plan a wide variety of interesting and stimulating activities that keep children engaged and motivated to learn. They observe children carefully and make accurate assessments. All children make good progress from their initial starting points.
- The manager seeks feedback from staff, parents and children to help her evaluate the nursery. She takes effective action to ensure continuous improvements. For example, staff recently introduced a rolling snack to support children's independence skills.
- Staff effectively support children who have special educational needs and monitor their progress well. They put strategies in place to meet children's individual needs, such as one-to-one support, to help close any gaps in their learning.

It is not yet outstanding because:

- Staff do not make the most of all opportunities to reinforce children's understanding of how to keep themselves safe, such as why they must climb and descend stairs carefully.
- Sometimes when supporting play, staff ask questions to extend children's learning but do not allow enough time for them to think through their responses.

What the setting needs to do to improve further

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

- make the most of all opportunities for children to develop their understanding of how to keep themselves safe
- provide children with plenty of time to think, respond and talk through their own ideas.

Inspection activities

- The inspector spoke to the manager and other staff at appropriate times throughout the inspection.
- The inspector engaged with the children at appropriate times during the inspection.
- The inspector observed staff interactions with the children during indoor and outdoor play, at snack and lunchtimes, and during hygiene routines.
- The inspector engaged in a joint observation with the manager.
- The inspector sampled various documents, including risk assessments, the self-evaluation form, children's records and a range of policies and procedures.

Inspector

Becky Phillips

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have attended safeguarding training and have a good understanding of how to keep children safe. They are confident in the procedures to follow should they have a concern about a child's well-being. Effective recruitment and vetting arrangements ensure that staff are suitable and have a clear understanding of their role. Staff have regular supervisory sessions and opportunities to extend their knowledge and skills. For example, staff training has led to the introduction of smaller language groups to support all children with their communication skills. The manager and staff monitor individual children's development effectively, to highlight any areas where children may require additional support. They quickly put plans in place to make sure all children make good progress. The manager uses funding effectively, to support children in the setting. For example, she recently purchased more resources to support children's physical skills.

Quality of teaching, learning and assessment is good

Children spend their time purposefully engaged in activities. They move around the environment freely and make independent choices. Children are eager to investigate the varied experiences on offer. For example, they explore a real pumpkin and use tools to cut it open and see what is inside. As they explore the different textures, staff introduce new words, such as 'slimy' and 'slippery', to extend children's vocabulary and build on their language skills. Staff make good use of daily routines to support children's mathematical skills. For example, during group times children count the number of children present.

Personal development, behaviour and welfare are good

Children enjoy a stimulating, safe environment where they feel nurtured and happy. Staff are positive role models for children. They set good examples and provide clear explanations to support children's understanding of positive behaviour. For example, they have introduced visual prompts and timer monitors to support children with sharing and turn taking. Staff encourage children to be independent. For example, at snack times children serve themselves, boosting their confidence and self-esteem. Children develop positive views of the diverse world in which they live, and they have plenty of opportunities to learn about different festivals from their own and other people's cultures.

Outcomes for children are good

All children make good progress and are ready for the next stage in their development. They are confident, motivated and enjoy their learning. Children are beginning to recognise their name, as they find their photograph with their name on as they arrive at the setting, which supports their early literacy skills. Children develop their imagination well and enjoy caring for others. For example, they explore a pretend doctor's kit and use it during role play to make each other better.

Setting details

Unique reference number	EY536609
Local authority	Hounslow
Inspection number	1077140
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	14
Number of children on roll	30
Name of registered person	Smart Play PVT Ltd
Registered person unique reference number	RP536608
Date of previous inspection	Not applicable
Telephone number	07825955902

Smart Play registered in 2016. It operates from Heston Asian United Reformed Church, in Heston, in the London Borough of Hounslow. The setting operates Monday to Friday from 9.30am to 12.30pm and from 1pm to 4pm, during term time only. There are five members of staff, four of whom hold appropriate early years qualifications at level 2 and level 3. The setting receives funding to provide free early years education for children aged two, three and four years.

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