

Smarty Tots Nursery

5 Millfield, Folkestone, Kent, CT20 1EU



Inspection date	12 June 2018
Previous inspection date	28 June 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 and staff have worked hard since their previous inspection. They have effectively reviewed and put in place solutions to meet their previous action and recommendations to improve the quality of the practice.
- Relationships with parents are good. Staff work well with parents and keep them fully informed about their child's care and learning. Parents praise their child's progress, speak very highly of the staff and state 'nothing was too much problem' for them.
- Children have easy access to stimulating and attractively arranged resources covering all areas of learning, to support their development.
- Staff use observations and assessments well to monitor children's development and plan interesting activities. Children make good progress in their individual learning.
- Caring staff know the children well and build strong emotional relationships with them. This helps children to develop their self-confidence and enjoy their time at the nursery.

It is not yet outstanding because:

- Staff do not make full use of all opportunities to help children to understand the similarities and differences between their families, cultures and society.
- Staff do not consistently consider all children's ages and level of understanding during some group activities. At times, activities last too long, run consecutively and children become restless, distracting others from their learning.

What the setting needs to do to improve further

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

- provide more opportunities for children to learn about the similarities and differences between their families, languages and cultures to reflect diversity within the setting
- review some group activities, taking into account the length of the activities and children's ages and level of understanding.

Inspection activities

- The inspector observed activities and the quality of staff's interactions and teaching indoors and outdoors.
- The inspector sampled a range of documentation, including key policies and procedures, such as safeguarding, and children's development records.
- The inspector took account of parents' views through discussions.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector and the manager observed and discussed a planned activity together, and held meetings in relation to observations of children's play, learning and progress made since the previous inspection.

Inspector

Maxine Ansell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff confidently explain the procedures they would follow if they have concerns about a child's safety or welfare. They have a secure knowledge of the procedures to follow should they have any concerns about a member of staff or the manager. Recruitment and induction procedures are effective. The manager ensures that staff complete a robust interview, induction process, and ongoing supervisory meetings and training to maintain their suitability and extend their knowledge. She monitors children's progress well, reviewing the different groups of children's development. The manager ensures all age groups and types of children make good progress from their starting points. The manager has made changes to improve practice. For example, she has completed audits on the room environment to develop and make the areas of learning more interesting. The manager undertakes effective self-evaluation and actively seeks the views of staff, children and parents about any improvements.

Quality of teaching, learning and assessment is good

Staff have reviewed the environment and now provide children with an environment that motivates them to explore independently and sustains their learning. Staff make good use of daily routines to provide opportunities for learning. For example, children learn to recognise their written names as they sit down for snack and lunch and when they arrive. Staff support children's communication and language well. For example, they use signing to help them understand and support non-verbal children. Staff exchange good information with parents about their child's development. They support home learning well with a home library and provide activity resources for the parents to complete with children.

Personal development, behaviour and welfare are good

Staff support children's physical skills well. For example, they complete exercises with play dough to develop the older children's finger muscles ready for writing. Children are well supported in their move between the rooms and to school. For instance, staff and children spend time together in the new room meeting the new children and staff. Children in the pre-school have a 'school' role-play corner and are able to wear 'school uniforms' and look at pictures of their new teachers. The manager uses extra funding effectively to support children's individual needs. Children who have special educational needs (SEN) and/or disabilities are well supported and staff work with external agencies to write development plans to meet their needs.

Outcomes for children are good

All children, including those who receive additional funding, make good progress from their starting points. Children are inquisitive and have a positive attitude towards learning. For example, babies enjoy messy play and feeling the texture of custard. Older children extend their literacy skills as they talk about the events in traditional stories. Children's behaviour is good. They are kind to their friends and understand boundaries.

Setting details

Unique reference number	EY339915
Local authority	Kent
Inspection number	1108556
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	1 - 4
Total number of places	39
Number of children on roll	69
Name of registered person	Smarty Tots Nursery School Ltd
Registered person unique reference number	RP910892
Date of previous inspection	28 June 2017
Telephone number	01303 850515

Smarty Tots Nursery registered in 2006. It is situated in the centre of Folkestone, Kent. The nursery is open each weekday from 8am to 5pm, for 48 weeks of the year. The provider receives funding to provide free early education for children aged two, three and four years. There are 12 members of staff. Of these, six hold relevant early years qualifications at level 3, one is qualified at level 6 and one has early years professional status.

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