

Smart Start

Oberlin Cottage, Oberlin Street, Greenacres, Oldham, Lancashire, OL4 3HS



Inspection date	19 June 2018
Previous inspection date	27 June 2013

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		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

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

- The provider has not taken action to ensure that all apprentices complete the required Disclosure and Barring Service check.
- Mealtimes are not always effectively organised and managed. Some children become bored and miss the social opportunities that mealtimes provide.

It has the following strengths

- Staff make regular assessments of children's learning and plan suitability challenging activities. Staff ensure that children who prefer to play and learn outdoors are given the opportunity to do so.
- Staff work closely with other professionals. They follow their guidance well to help them plan targeted interventions to support children who have special educational needs (SEN) and/or disabilities.
- Children's independence is supported well. All children develop some of the skills they need in readiness for school and their transitions are supported well.
- Staff create a learning environment that reflects a multicultural society and diversity is promoted well throughout the setting. Children learn about people and communities beyond their immediate experience.

What the setting needs to do to improve further

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

	Due Date
■ ensure that all new apprentices are subject to a Disclosure and Barring Service check.	19/07/2018

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

- review and improve the organisation and planning of mealtimes to support children to engage well, and build on their personal and social development.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's action plan and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Kay Heaford

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager has not obtained the required Disclosure and Barring Service checks on new staff, who are apprentices. However, the risk to children is minimised as the apprentices are not left alone with the children and the manager has obtained all suitability checks on other adults working on the premises. Safeguarding is effective. Staff implement policies and procedures effectively. They know the signs and symptoms that indicate a child might be at risk from harm and know how to report any concerns about a child's welfare. Staff complete risk assessments to ensure the environment is safe for children and any hazards are minimised. The manager records and addresses any complaints promptly. She works with complainants to find a suitable solution, keeping them informed of any action taken. All information is stored securely. The manager maintains staffing ratios and staff supervise children well. Parents comment on the friendly and approachable staff team.

Quality of teaching, learning and assessment is good

Staff know the children well. The outdoor area provides rich opportunities for learning. Staff access training to extend their teaching skills and continually improve the educational programmes for children. For example, staff have attended language and communication courses to further support and development children's literacy skills. Staff expertly use their skills to enhance teaching and learning during outdoor play. For example, they organise a construction area with bricks, small wooden beams and traffic cones to support children's imagination and physical skills. Staff use effective questioning throughout the activity and encourage children to build a bridge together. Children learn to manage risk and remind each other to wear helmets for safety. Babies are encouraged to feel and touch sensory items and staff introduce new vocabulary, such as 'silky' and 'smooth', as they play with scarves and different materials together.

Personal development, behaviour and welfare require improvement

Children's well-being cannot always be guaranteed due to all staff not having obtained the required suitability checks. The key-person approach works effectively and children form secure attachments with the staff. Children receive good support during changes throughout the nursery and on to school. Staff promote healthy lifestyles well and children have access to drinking water throughout the day. They know to wash their hands before eating and spend long periods of time playing outdoors. Children with allergies to certain foods are kept safe because important information is shared effectively. Consistent routines help children to know the behaviour that is expected and they show respect and kindness towards one another.

Outcomes for children are good

All children, including those who have SEN and/or disabilities, make good progress towards the early learning goals. Good opportunities for children to experience school activities support their readiness for school when the time comes. They develop a rich vocabulary and show an interest in the sounds that letters make. Children listen well in small groups and enjoy singing times. They know the words and actions to familiar songs. Children form strong relationships with staff and seek out special friends to play with.

Setting details

Unique reference number	503883
Local authority	Oldham
Inspection number	1137806
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 - 8
Total number of places	124
Number of children on roll	64
Name of registered person	Cheryl Maria Connell
Registered person unique reference number	RP512287
Date of previous inspection	27 June 2013
Telephone number	0161 785 0945

Smart Start Nursery registered in 2001. The nursery employs 18 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday for 50 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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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