

Smart Kids Nursery

Winsor Education, City Gate House, Birmingham, B5 5BD



Inspection date

9 July 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Staff supervision is not rigorous enough in identifying and addressing training needs and inconsistencies in teaching practice. This means the quality of teaching is variable.
- The key-person system is not effective. Some staff working with children do not know them well enough to meet their learning needs fully.
- Observation and assessment systems are not used effectively enough to plan challenging activities that are closely linked to children's next steps in learning. As a result, children do not make consistently good progress.
- Staff do not always share enough information with parents about the plans for children's future learning, so that they are able to support fully their child's learning at home.

It has the following strengths

- Staff are good role models. They are warm and friendly, and support children to take turns and share resources. Children behave well. They are happy and settled.
- Staff place a high priority on supporting children to develop healthy lifestyles. Children benefit from nutritionally balanced meals and follow good hygiene practices.
- Staff support children's physical development well. For example, children develop their small-muscle skills as they build with bricks and manipulate dough.
- Children develop good independence, for example, as they serve their own meals and prepare their own snacks.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> focus the professional development of staff on improving the knowledge and skills needed to deliver a good-quality educational programme and to support children in making good progress in their learning 	21/08/2018
<ul style="list-style-type: none"> ensure that the key-person system is effective and children's needs are consistently met 	21/08/2018
<ul style="list-style-type: none"> implement effective systems for observation, assessment and monitoring of children's learning and ensure staff use the information gained to identify and plan appropriate challenges that help each child to make good progress. 	21/08/2018

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

- build on the current arrangements for sharing information with parents to ensure all parents are aware of their children's future learning needs.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the provider and nursery managers. She looked at relevant documentation 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

Trisha Turney

Inspection findings

Effectiveness of the leadership and management requires improvement

Leaders and managers have carried out some evaluation and have identified weaknesses in the educational programme offered for children. However, action has not been taken swiftly enough to raise the overall quality of the provision. Staff attend some training and have regular meetings with the managers to discuss areas of their practice. However, systems for monitoring staff performance and promoting their ongoing professional development are not strong enough. The managers do not have a good enough overview of children's progress to support staff in the planning of activities and experiences for children. Consequently, the quality of teaching and learning is not good enough. Safeguarding is effective. Staff are trained in child protection issues and have a sound knowledge of the procedures to follow if they have any concerns.

Quality of teaching, learning and assessment requires improvement

Although most staff are qualified, they do not have a robust understanding of how to support children's learning effectively. Staff regularly observe and assess children's progress in learning. However, their assessments are not always accurate and they do not consistently plan activities that fully support children's next steps in learning. Some suitable teaching strategies are used. For example, staff help older children to count and recognise numbers. Staff help children develop their imagination. For example, children enjoy dressing up and playing with dolls. Staff foster children's literacy skills appropriately. They share books and stories with children.

Personal development, behaviour and welfare require improvement

The key-person system is not fully effective, particularly when key persons move rooms or are not present. The managers do not put sufficient plans in place to ensure children's needs are fully met in their key person's absence. Some staff working with children do not know them well enough to give them appropriate support in their learning and development. Children are well supervised. Staff teach children to use tools and utensils carefully. Staff provide opportunities for children to get fresh air and exercise during daily outings. For example, children go on local trips in the community to visit shops and markets. Staff support children to develop sound social skills. For example, children demonstrate good manners and play well alongside their friends.

Outcomes for children require improvement

Children, including those in receipt of funding, gain some basic skills needed to support their development. However, not all children make consistently good or better progress to ensure they are fully prepared for the next stages in their learning. Children are keen to play and learn. Babies are developing confidence in physical skills as they begin to sit and stand. Toddlers learn new words and are beginning to engage in conversation. Older children show an interest in numbers and letters.

Setting details

Unique reference number	EY501491
Local authority	Birmingham
Inspection number	1055487
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 - 5
Total number of places	32
Number of children on roll	40
Name of registered person	ASKN Ltd
Registered person unique reference number	RP906008
Date of previous inspection	Not applicable
Telephone number	07960245783

Smart Kids Nursery registered in 2016. The nursery opens from 8am to 8pm on Monday to Friday, all year round. The nursery employs 15 members of childcare staff, all of whom hold qualifications at level 2 to level 6. The nursery provides funded early education for two-, three- and four-year-old children.

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