

Smartypants Exclusive Childcare

Smarty Pants Nursery, 35-37 Romney Street, NELSON, Lancashire BB9 0DD



Inspection date	4 July 2019
Previous inspection date	24 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of 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

- Managers and leaders are enthusiastic and ambitious for the success of the nursery. They aspire to create a fun and nurturing home-from-home environment that focuses on helping children to flourish into confident and independent individuals. This helps children to gain the key skills they require for their next phase of learning.
- Staff place a sharp emphasis on promoting all aspects of children's safety and welfare. Valuable information, such as that gained from stringent accident analysis, is used to inform the risk assessment process. This contributes towards ensuring that any potential hazards are minimised and children remain safe in the care of vigilant staff.
- The successful key-person system values and supports children's individual preferences and contributes towards the special bond that is formed between each child and their key person. Children are clearly very happy and enjoy their time at the nursery.
- Partnerships with parents are superb. Staff engage parents in all aspects of their children's learning and development. The shared 'policy of the month' and additional safety tips help parents to consider aspects such as how to keep children safe on outings, including in the sun, during their time at home.
- The well-qualified staff have a good knowledge of child development. They are responsive to the play themes that children initiate and provide purposeful resources, such as a multitude of sensory bottles, in support of children's desire to line up and group items. This contributes towards the good progress that children make.
- Occasionally, activities do not provide children with optimal levels of challenge in order to help them to make the highest rates of progress in their learning and development.
- At times, staff do not fully prepare the youngest children for any changes to their daily routine, and opportunities to help them learn about good table manners are sometimes missed.

What the setting needs to do to improve further

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

- strengthen the good teaching and learning opportunities and provide greater levels of challenge to children during activities, to further support them in making more outstanding progress in their learning and development
- make more precise interventions during daily routines to better prepare the youngest children for any changes and to build on their ability to adopt consistently good table manners from a very early age.

Inspection activities

- The inspector observed the quality of teaching indoors and outside and assessed the impact this has on children's learning and development.
- The inspector spoke with the staff and children at appropriate times during the inspection. She held a meeting with the provider and manager.
- The inspector conducted a joint observation with the manager during a planned activity indoors.
- The inspector looked at evidence of staff suitability, a record of staff qualifications and training, policies and procedures, health and safety records, the nursery development plans and children's learning files.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector
Charlotte Bowe

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Managers and leaders have a very firm knowledge of their overarching roles and responsibilities. They ensure that all staff are well trained and have a good knowledge of all aspects of safeguarding, including the procedures to be followed to protect children's welfare. Recruitment and induction procedures are robust and help to ensure that all staff are skilled and suitable for their role. Regular supervision meetings, peer observations and meaningful professional development opportunities are focused intently on helping to enhance staff's practice. Accurate tracking is used well to highlight and support any emerging gaps in children's learning. For example, the recent introduction of games, such as hide and seek, are having a very positive impact on children's ability to engage with their peers more confidently. Staff listen astutely to children, parents and others and act on their views, to help to drive improvement.

Quality of teaching, learning and assessment is good

Overall, staff provide a broad range of challenging and fun experiences for children to engage in that, largely, build on what they already know and enjoy. For example, staff invite babies who are mobile to use larger apparatus, such as the wooden climbing ramp and slide outdoors, to help advance their good physical skills. Babies delight in these experiences and are responsive to staff who encourage them to repeat simple phrases, such as 'ready, steady, go', that help to enhance their speech and language skills. Staff provide activities that endeavour to promote children's design and creativity skills. They readily encourage young children to distinguish between the marks they make and to describe special events for themselves and family members as these arise.

Personal development, behaviour and welfare are good

Initial settling-in sessions are tailored to children's needs. Overall, staff place children's best interests at heart. For example, when children have had a break away from the nursery, a phased return is carefully planned to help to ensure that their emotional and physical well-being is effectively nurtured upon their return. Children's achievements are readily celebrated. For example, children adopt a high sense of self-worth when receiving a 'star of the week' award for aspects such as their 'super speech' and their 'ability to stand momentarily'. Staff teach children core values, such as the importance of using their 'kind hands' during play, to help to promote positive behaviour. Purposeful resources, such as family photograph books, help children to learn about what connects them to and distinguishes them from others.

Outcomes for children are good

All children, including those receiving funded early education, make consistently good progress from their starting points. Babies are confident to initiate their own preferred play themes. They enjoy listening to simple stories and actively join in with the words to familiar songs and rhymes. Young children enjoy their time outdoors in the fresh air and use good physical skills to manoeuvre wheeled toys in various ways. They demonstrate good listening skills and gain the ability to follow simple instructions. Children are confident to use their key person as a secure base from which to explore independently.

Setting details

Unique reference number	309797
Local authority	Lancashire
Inspection number	10114064
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 3
Total number of places	55
Number of children on roll	60
Name of registered person	Hewitt, Colette Jane
Registered person unique reference number	RP905879
Date of previous inspection	24 September 2014
Telephone number	01282 616 735

Smartypants Exclusive Childcare registered in 1999 and is located in the Nelson area of Lancashire. The nursery employs 13 members of childcare staff. Of these, all hold appropriate qualifications at levels 3, 4, 5 and 6. The nursery is open Monday to Friday from 7.30am to 5.45pm, all year round, with the exception of bank holidays. The nursery provides funded early education for two- three- and four-year-old children.

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