

# Smart Kids Nursery

Winsor Education, City Gate House, Birmingham B5 5BD



<b>Inspection date</b>	8 July 2019
Previous inspection date	9 July 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
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

- Leaders and managers have built a close-knit team of ambitious and reflective practitioners. They work very well together to help improve outcomes for all children.
- Staff are good role models and use effective strategies to manage children's good behaviour. They provide children with lots of praise and encouragement. Children take turns, share and play cooperatively together. This helps to create a positive environment for children to play and learn in.
- Children have daily opportunities to visit the local community, develop their physical skills, explore the wider world, and learn about safety in different situations. For instance, staff take children to the local markets. Children practise road safety and learn about stranger danger. They develop a good knowledge of the wide array of food that is available to them.
- Staff know how children learn. They gain information from parents regularly so that they remain updated with changes to children's development. Staff plan activities that ignite children's interests and motivate them to learn. Children make good progress.
- Policies and procedures to promote children's safety and welfare are implemented well. This underpins the good management of the setting.
- Staff do not challenge older children's developing thinking and problem-solving skills highly enough to help them make the best possible progress.
- Monitoring of staff practice does not lead to highly targeted professional development opportunities for staff to raise their knowledge and skills to the highest level.

## What the setting needs to do to improve further

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

- develop older children's thinking and problem-solving skills to build on their curiosity and to help them make rapid progress in their learning
- monitor staff practices more precisely to help provide highly targeted professional development opportunities and to raise the quality of staff knowledge and skills to the highest level.

### Inspection activities

- The inspector had a tour of the premises with the manager. She observed activities indoors and assessed the impact these have on children's learning.
- The inspector completed an evaluation of an activity with the manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including the qualifications of staff and evidence of the suitability of all persons working on the premises.
- The inspector held a meeting with the provider and the manager.
- The inspector spoke to parents and considered their views.

#### Inspector

Rupi Phullar

## Inspection findings

### Effectiveness of leadership and management is good

The new manager and staff have worked extremely hard to address the actions set at the last inspection and have made sufficient progress. For example, there is now an effective key-person system and children's needs are consistently met. The manager and staff regularly monitor children's progress and share this information with parents and professionals. This helps to ensure that children swiftly receive the support that they need. Safeguarding is effective. Staff show a clear understanding of the procedures to follow should they be concerned about the welfare of a child. Recruitment procedures are effective in helping to ensure that all staff are suitable to work with children. Children play and learn in a safe environment. Staff check the environments that children have access to and remove any hazards. Staff seek the views of parents and children and implement suggestions that they make. Parents are very complimentary about the care and learning their children receive at the setting.

### Quality of teaching, learning and assessment is good

Staff use their good understanding of how children develop to plan a wide range of enjoyable learning opportunities that keep children motivated to learn. All staff are multilingual and they use this skill effectively to help support children to learn English and use their home languages during play. Children's communication and language skills are effectively supported. Staff encourage babies to explore and investigate how objects feel and sound. They engage babies in conversation, repeating back their babble and modelling language. Toddlers are fascinated as they begin to understand how to blow bubbles with soap and water. They develop a wealth of vocabulary while staff interact and describe their actions. Staff help pre-schoolers to learn to count, compare sizes and recognise shapes, supporting them to develop their mathematical skills.

### Personal development, behaviour and welfare are good

Staff provide a welcoming, stimulating and nurturing environment. They see children as unique individuals and treat them equally. Children are very keen to invite staff and visitors into their play and discussions. They show that they feel safe and secure in the setting. Children thoroughly enjoy a variety of healthy and nutritious cooked meals that the nursery provides. Staff talk about the benefits of eating healthily, explaining that pasta and lots vegetables make you big and strong. Staff encourage children from a young age to become independent. For example, toddlers feed themselves and pre-schoolers confidently and competently serve themselves and clear up after their meals.

### Outcomes for children are good

Children are gaining the key skills that they need in readiness for their eventual move to school. They are confident, inquisitive and self-assured. Children are emotionally and socially very secure. They have built positive friendships with staff and other children. All children express their views freely. Children see lots of print in their environment. They make marks and learn to recognise letters in their names, and the sounds they make. Children's literacy skills are well supported.

## Setting details

<b>Unique reference number</b>	EY501491
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10085150
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	ASKN Ltd
<b>Registered person unique reference number</b>	RP906008
<b>Date of previous inspection</b>	9 July 2018
<b>Telephone number</b>	07960245783

Smart Kids Nursery registered in 2016. The nursery opens from 7am to 8pm Monday to Friday, all year round. The nursery employs 17 members of childcare staff, all of whom hold qualifications between level 2 and level 6. The nursery provides funded early education for two-, three- and four-year-old children.

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