

# Inspection of Smart Start Nursery Limited

51 - 53, Tower Bridge Road, London SE1 4TL

---

Inspection date: 5 December 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive at the setting happy and eager to join in. Additionally, babies form close bonds with staff, who are nurturing and attentive. The manager and staff have high expectations, and children behave well. For example, during circle time babies are reminded to use 'kind hands' as they find somewhere to sit. Older children patiently take turns and listen to their friends during songs. Children sustain their interest during group activities well. They are motivated and engaged during activities. However, there are a lack of resources for babies to provide more challenge and encourage them to be inquisitive. Staff plan well for children's individual needs and know what children need to learn next. Although parents are not involved as much as they could be with evaluating the setting, they feel well informed about the activities and events. They comment on the good progress their children are making. For instance, parents provide suitcases for children as part of the 'transport theme'. Children take their passports and boarding passes to the local shops, where they make purchases before their imaginary flights. They build on their self-esteem and develop their communication skills. Additionally, older children have opportunities to extend their vocabulary.

## **What does the early years setting do well and what does it need to do better?**

- Staff promote mathematics well throughout the nursery. For instance, they count and name the colours of the balls as they encourage babies to throw and catch. Older children develop their fine motor skills drawing around bricks. They name shapes, such as 'triangle' and 'square'. Children extend their mathematical language.
- Although older children benefit from a range of stimulating resources that motivate them to explore, staff do not provide a wide enough range of resources in the baby room. As a result, babies do not have as much access to resources that encourage them to be curious.
- Managers and staff monitor children's learning and development well. Staff work closely with other professionals to close any gaps in children's learning. They share their assessments with parents and provide suggestions for activities to take part in outside the setting. This helps extend children's learning at home.
- The manager is committed to providing high-quality care. She works closely with staff and provides regular supervision. The manager carries out a walk through the nursery with staff to review the learning environment and discuss areas of development. However, the manager does not consistently gather feedback from parents and children to help evaluate the nursery's strengths and weaknesses.
- The manager ensures that diversity is promoted within the nursery. Staff gather information about the languages children speak before they start. They support children to respect others. For instance, children learn about other cultures.

They wear traditional costumes and share food from home. This helps develop children's understanding of the world. They learn to value and find out about their similarities and differences.

- The manager and staff place a high priority on supporting children's language skills. For example, children and parents are encouraged to discuss the different images they see along the corridor and in displays. Staff display key words and the 'children's voice' around the nursery to spark discussions. This helps children to develop their communication and literacy skills.
- Children develop their independence and confidence skills. Staff encourage children to follow good hygiene routines. Children wash their hands before they help themselves to a range of fruit. Staff seize opportunities to ask children meaningful questions. They discuss if the fruit is 'sweet' or 'sour'.
- Children have regular opportunities to play outdoors and engage in physical activities. In addition, they have daily trips to the park. Staff use creative ways to teach children about a healthy lifestyle. Older children skilfully cut and prepare their own fruit. This develops children's fine motor skills. Children learn how to keep themselves safe.
- Children make good progress in their learning, including those in receipt of additional funding. Children who speak English as an additional language progress well from where they started.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff complete safeguarding training. They ensure that their knowledge of child protection is current. The manager and staff know the signs of abuse and what action to take if they have any concerns about a child in their care. Staff complete training together to enable them to provide consistency across the setting. They all have a relevant paediatric first-aid qualification. Staff have a good understanding of the whistle-blowing policy and the procedures to follow if they are worried about an adult's behaviour. Staff implement effective risk assessments both in the setting and off-site to ensure children are kept safe.

## **What does the setting need to do to improve?**

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

- consider additional ways of gathering the views of parents and children to support the evaluation of all areas of the provision
- plan more experiences for babies to access a wider range of resources that enable them to be more curious and inquisitive learners.

## Setting details

<b>Unique reference number</b>	EY548984
<b>Local authority</b>	Southwark
<b>Inspection number</b>	10109958
<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 to 5
<b>Total number of places</b>	44
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Smart Start Nursery Limited
<b>Registered person unique reference number</b>	RP901391
<b>Telephone number</b>	02074075592
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Smart Start Nursery Limited registered in 2017. It is located in the London Borough of Southwark. The nursery operates Monday to Friday from 8am to 6pm. There are nine members of staff, six of whom hold relevant childcare qualifications between levels 2 and 3. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Angela Colman

## Inspection activities

- A joint observation was carried out by the inspector and the manager to observe the quality of teaching and learning.
- A variety of documents, including qualifications, first-aid certificates, policies and records, were reviewed.
- The inspector discussed leadership and management with the manager and deputy manager. She provided feedback regarding the inspection.
- The manager completed a learning walk with the inspector across all areas of the nursery. The manager explained how the early years provision and the curriculum are organised.
- The inspector held discussions with parents and children and took into account their feedback.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019