

# Inspection of Little Smarties

Two Cedars, Fairmount Road, Cheltenham, Gloucestershire GL51 7AQ

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Inspection date:

25 February 2020

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## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

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

### The provision is outstanding

Children thoroughly enjoy their time at the nursery. They are highly motivated and eager to learn. Older children have great fun as they confidently crack eggs, mix in flour and then add milk to make pancakes. They talk eagerly about where the eggs come from and how they feel as they break. Children demonstrate high levels of independence and take an active part in completing tasks, such as preparation for meals, and sweeping up afterwards. Older children are keen to count and do so confidently. Staff are highly skilled at gently helping children to count carefully and then help them remember how many bowls they need on their lunch table. The younger children develop their confidence and understanding, such as giving spoons to their friends. Children demonstrate they feel safe and secure. They respond extremely happily to the welcoming and friendly staff.

Children make rapid progress in all areas of learning and development. Staff have high expectations for children and they encourage children significantly well in everything they do. Children are extremely well behaved. They are very polite, caring and understand about sharing and taking turns. Children benefit greatly from the positive language, praise, and encouragement staff use to help promote their excellent behaviour.

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

- The outdoor learning environment is stimulating and interesting. Children show excitement as they explore the world around them and broaden their experiences. They thoroughly enjoy looking after the nursery's chickens and use the eggs for cooking and play. Children actively develop their imaginations and learn about colour and texture in their play. They confidently pour soup into a bowl, and mix in teabags and water to make their potions. Children say, 'We are making slug food.'
- Children develop exceptional communication and language skills. They are confident to express their feelings and ideas. Staff are highly skilled at encouraging all children to communicate effectively. For example, they use sign language and clear speech extremely well to help all children to develop their vocabulary, listening and understanding. Staff are excellent role models and encourage children to take an active part in activities, such as when they act out stories. All children show significantly high levels of good behaviour.
- Staff support children exceptionally well in their emotional development. Children build strong attachments with their key person. Babies demonstrate they are extremely comfortable in the environment. They have plenty of motivating opportunities to explore and investigate the world around them. For example, they show great delight as they feel the texture of flour in their play.
- Staff know the children extremely well. They have an excellent knowledge of the

curriculum and understand about how children learn. Staff use precise observations, assessments and planning to help them build on what children already know and can do. They meet children's individual needs exceptionally well. The managers and staff monitor children's progress significantly well and quickly identify and close any gaps in learning.

- The managers and staff are highly motivated and dedicated to providing exceptionally high standards of care. The inspirational managers support the strong team of staff to work extremely well together. Regular supervisions and meetings enable managers to monitor the quality of teaching effectively. Staff are encouraged to share their ideas and training needs. They comment about how this has developed their practice. For example, they have completed sign language and behaviour management training, which has helped them to support children's communication and good behaviour more effectively. Staff talk about how well supported they feel both professionally and personally.
- Partnerships with parents, carers and other professionals are outstanding. Staff work extremely closely with parents and fully include them in their children's learning. Excellent settling-in processes, which include home visits, enable staff to gain as much information as possible about children's routines and what they are able to do before they start. Staff provide a wide variety of information for parents, such as newsletters and daily verbal communication about their children's progress, to enable parents to support their children's learning further at home.

## Safeguarding

The arrangements for safeguarding are effective.

Staff turnover is exceptionally low, and there are rigorous procedures in place for their recruitment, induction, supervision and monitoring of practice. This includes regular checking that staff remain suitable to work with children. The managers and staff are extremely confident in their understanding of safeguarding procedures. They have an excellent awareness of the signs and indicators of abuse that may alert them to any potential concerns about children's welfare. Staff keep their training up to date, which helps them to maintain their knowledge of child protection, including the wider aspects of safeguarding. They are extremely confident about the whistle-blowing policy and procedures to follow for reporting allegations. Staff have an excellent understanding about the need to maintain confidentiality at all times.

## Setting details

<b>Unique reference number</b>	EY319325
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10119178
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	72
<b>Number of children on roll</b>	120
<b>Name of registered person</b>	G & G Partners
<b>Registered person unique reference number</b>	RP526009
<b>Telephone number</b>	01242 577581
<b>Date of previous inspection</b>	14 May 2014

## Information about this early years setting

Little Smarties is a privately owned nursery and is situated near to Cheltenham, Gloucestershire. The nursery registered in 2005 and is open each weekday from 8am until 6pm, all year round except for bank holidays and a week over Christmas. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are 29 members of staff, of whom 24 hold an appropriate early years qualification at level 2 or above. The joint managers hold relevant early years qualifications at level 5 and one member of staff has achieved an early years qualification at level 6. The nursery also employs two cooks and a cleaner.

## Information about this inspection

### Inspector

Hilary Tierney

## Inspection activities

- The inspector and the joint managers completed a learning walk of the nursery to understand how the early years provision and curriculum are organised.
- The inspector completed a joint observation with both managers.
- The inspector observed children and their interactions with staff throughout the inspection.
- The inspector held discussions with the managers, staff, parents and children at appropriate times during the inspection. The inspector took into account the views of parents from information gathered by the provider.
- The inspector looked at a sample of documentation. This included evidence of staff suitability and training.

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.

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