

Inspection of Smartie Pants Tetney

Tetney Primary School, Humberston Road, Tetney, Grimsby, Lincolnshire DN36 5NG

Inspection date: 20 July 2021

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

What is it like to attend this early years setting?

The provision is good

Children show delight at being at the nursery and are excited to join their friends when they arrive. They settle very quickly, even though, due to the COVID-19 (coronavirus) pandemic, parents drop them off at the door instead of entering the building. Children are greeted with genuinely beaming smiles and a cheery welcome from all staff. This contributes to them feeling safe and secure. Children learn to make positive relationships and are kind to their friends. They share and take turns, for example when they want to play with the same toy.

Children have plenty of opportunities to be physical. They walk across wooden planks confidently, knowing that it helps them to balance if they put their arms out. Children play well with their peers. They build strong friendships and are caring towards the younger children, for example when they invite children to sit next to them at snack time. Staff offer children experiences to stretch their abilities. When children explore and investigate objects they find in the garden, staff ask them to predict what might be inside wrapped objects. Children guess that it will be a 'rock' when they rip off the shiny paper excitedly. They are inquisitive and motivated learners.

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

- The manager evaluates the effectiveness of the nursery. This helped her to identify that children had fewer opportunities to extend their interests outdoors. She introduced further resources, such as water play, a small 'fairy garden' and a school role play area for children to access. Since the improvements, the manager has noticed how much more engaged children are outdoors.
- Staff are aware that due to the COVID-19 pandemic, children have not had opportunities to go on day trips with parents. Due to this, they plan experiences for children to visit the local community, such as a wooded area. Children explore and investigate leaves and plants and observe wildlife, such as squirrels. This contributes to children's understanding of different animals and nature.
- The manager and staff support children with special educational needs and/or disabilities (SEND) very effectively. Before children start to attend the nursery, staff give parents pictures of themselves and activities in the nursery to share with their children. Children with SEND are invited to attend short sessions when they first start and to increase the time they spend in the nursery steadily. This helps them to become familiar with the staff and environment gradually, promoting their emotional needs.
- Parents comment very highly about the nursery and say that their children have come on in 'leaps and bounds' since starting. They say that staff are 'amazing'.
- There are times during planned activities when teaching is not as strong. Staff do not think about how they can hold younger children's interest. These children

sometimes disengage and do not focus.

- The manager supports staff well and ensures their well-being. Staff attend supervision meetings to reflect on their practice and to identify further professional development opportunities. Recent in-house training supported staff to be consistent in managing children's behaviour. They give children plenty of praise, encouragement and a 'high five'. Staff remind children about the rules and boundaries. An example of this is when they ask children to use their 'walking feet' indoors. Children benefit from a culture of respect.
- Staff provide plenty of opportunities for children to listen and follow instructions. An example of this is when staff pretend to read a recipe to make 'Thai green jungle curry'. They give children instructions and ask them to find the ingredients needed. Children are fully engrossed and enjoy completing tasks.
- Staff know children well. They use the curriculum to extend children's knowledge, for example to develop their understanding of counting. Staff encourage children to understand the number that is lower and higher than the number 10.
- Staff encourage children to learn key skills in preparation for their move on to school, for example to be independent. They give children plenty of time to complete tasks on their own. Children use a knife safely to butter a cracker and pour their own drinks during snack time.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff follow safeguarding policies and procedures. They demonstrate a clear knowledge of what actions they need to take if they have any concerns about children. This includes the procedure they will follow if they have concerns about children or parents displaying extreme views and behaviours. The manager and provider follow robust recruitment procedures when they employ new staff to work with children. The manager checks staff's ongoing suitability to work with children regularly. Staff promote children's safety when they play outdoors in hot weather. For example, they make sure that all children wear sun cream.

What does the setting need to do to improve?

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

- strengthen staff's understanding of how to hold younger children's interest during planned activities, to help them focus and engage in learning.

Setting details

Unique reference number	EY561104
Local authority	Lincolnshire
Inspection number	10194161
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 at time of inspection	2 to 4
Total number of places	24
Number of children on roll	27
Name of registered person	Fenton, Sarah Jayne
Registered person unique reference number	RP515931
Telephone number	01507477001
Date of previous inspection	Not applicable

Information about this early years setting

Smartie Pants Tetney registered in 2018 and is situated within the grounds of Tetney Primary School in Tetney, Lincolnshire. The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and the manager holds a level 6. The nursery opens from Monday to Friday during term time. Sessions are from 8.45am to 2.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the nursery.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed how she intends to implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

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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