

Inspection of Smart Start Child Care

Poachers Pocket, Cole Hall Lane, Birmingham, Warwickshire B34 6HE

Inspection date: 21 October 2021

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Inadequate |
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What is it like to attend this early years setting?

The provision is good

Children are happy and content at this welcoming nursery. They demonstrate that they feel safe as they move around and access toys and resources. Children are busy and engaged. They have fun playing with activities laid out for them. Staff have high expectations for behaviour and children behave well. They share and take turns as they play, and older children talk about playing with their friends.

Children are excited about the activities planned that help them to explore their senses. Babies are curious and enjoy making marks as they paint with coloured yoghurt, including tasting it as they paint. Children enjoy the feel of different materials as they scoop out pumpkins and add glitter, pretend insects and jelly. Older children delight in making cups of tea with real teabags. They pour water into the cups and add cucumbers and lemons as they pretend that they are having a tea party.

All children make good progress in their communication and language skills. Children learn about the natural world as they help to feed and care for chickens, a pet rabbit, goldfish and a terrapin. They go for regular walks around the building, collecting leaves and twigs, and play in the well-resourced outdoor area. They also develop an understanding of the wider world as they learn about Black history and celebrate Halloween.

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

- Staff observe and assess children's learning. They plan the environment and spend time with children to help build on what they already know. Activities have a clear learning intention and help children to progress. However, on occasion, staff do not plan enough opportunities for the children to play independently and develop their own ideas.
- Staff understand the importance of developing children's language and communication skills. They ensure that children engage in meaningful conversations that build on their knowledge. For example, staff encourage children to think about the effect of sugar on their teeth, and children say, 'Too much sugar causes cavities'. The nursery has a good range of books accessible to children, and they enjoy exploring musical instruments. However, staff do not make the best use of spontaneous occasions during the day to further develop children's fondness for books and singing.
- Staff role model the behaviour they expect from children and speak to each other with manners and respect. They offer praise and encouragement and help children to make positive choices as they play. Children use good manners and help to tidy up, including scraping their plates when they have finished eating. Children are provided with a range of healthy and nutritious food throughout the

day. They are able to experience food from around the world, including Asian, Caribbean and African cuisines, prepared by a passionate chef.

- Staff care for children in a spacious and stimulating environment. The premises are safe and secure. Staff risk assess the environment regularly to ensure that it is safe for children as they move around. Children have daily opportunities to promote their physical development. In the fenced play area, they ride wheeled toys, use the large climbing frame and pretend they are going to sea in the pirate ship.
- Staff support children with special educational needs and/or disabilities extremely well. They work with external professionals and parents to plan targets for these children. Staff use children's learning styles and interests to work with them to help them achieve these targets.
- Partnerships with parents are good. During the COVID-19 pandemic restrictions, staff kept in regular touch with families and provided a range of ideas for them to help with their children's learning at home. Parents state that their children are happy and settled at the nursery. They acknowledge the achievements that their children are making, particularly in their behaviour, communication and language development. Staff keep parents updated about their children's daily routines and learning verbally and via online journals. Parents say that the staff are 'brilliant' and they would not send their children anywhere else.
- The manager maintains regular supervision of staff and monitors their practice. She recognises the impact of COVID-19 on her team and places a high importance on children's and staff's well-being.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a good knowledge of the setting's safeguarding policy and keep their training up to date. They know how to identify the signs and symptoms that might cause them concerns about a child's welfare. Staff know what to do if they have any concerns about a child and understand the procedures to follow. Robust recruitment procedures are in place to ensure that all staff are suitable to work with children and hold relevant qualifications, including paediatric first aid. The manager and staff put in place effective procedures, indoors and outdoors, to deploy staff effectively so that children are well supervised and cared for.

What does the setting need to do to improve?

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

- ensure that staff plan enough opportunities for the children to play independently to develop their own ideas
- support staff so they provide more spontaneous occasions throughout the day to further develop children's fondness for books and singing.

Setting details

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| Unique reference number | 2497735 |
| Local authority | Birmingham |
| Inspection number | 10131122 |
| 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 | 1 to 4 |
| Total number of places | 105 |
| Number of children on roll | 60 |
| Name of registered person | Smart Start Child Care Ltd |
| Registered person unique reference number | 2497734 |
| Telephone number | 0121 582 1400 |
| Date of previous inspection | 22 November 2019 |

Information about this early years setting

Smart Start Child Care registered in 2018 and is situated in Birmingham. It opens from Monday to Friday, all year round. Sessions are from 7am until 7pm. The nursery provides funded early education for children aged three and four years. It employs 14 members of childcare staff. All staff hold appropriate early years qualifications from level 3 to level 6.

Information about this inspection

Inspector

Jennifer Turner

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 manager and has taken that into account in their evaluation of the nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to children and staff during the inspection.
- The manager and the inspector carried out a joint observation of an activity.
- The inspector took account of the views of parents spoken to on the day.
- The inspector looked at relevant documents and reviewed evidence of the suitability of staff working in the nursery.

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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