

# Inspection of Smarties Private Day Nursery

205 Nottingham Road, MANSFIELD, Nottinghamshire NG18 4AA

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Inspection date: 28 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Outstanding

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

### **The provision is good**

Children demonstrate secure attachments with staff. They leave parents at the door confidently and settle quickly. Children show positive attitudes to learning and join in with planned activities eagerly. For example, babies display a love of song time. They are keen to sit with staff and take turns to pull out items from the song bag. Babies remember which song links to their item. They join in with the actions to the song energetically. Staff have high expectations of children's behaviour. Children use good manners. They say 'please' and 'thank you' readily during daily routines. Children are developing the skills they need in preparation for school. They are confident to do things for themselves. For example, they make choices about their play, take off their own shoes and wash their own hands.

Children are developing their small-muscle skills. Babies persevere as they use keys to open locked boxes. They beam with pride when they succeed. Toddlers concentrate as they build a tower of bricks. They laugh as they knock it down before building it again. Pre-school children wash and scrub underpants in the water tray. They peg the underpants on the washing line carefully. Children develop social skills as they talk about a popular storybook where funny aliens hide in pants. They show kindness as they help each other with the 'tricky' pegs.

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

- Staff support children's language and communication development well. For example, staff tell babies it is snack time. Babies make the sign for snack excitedly and say 'yum, yum'. Toddlers pretend they are taking the dolls swimming. Staff extend on this and encourage them to talk about their swimming costume. Pre-school children make potions with water and powder paint. Staff ask children how they have made the different colours. This helps children to share ideas and practise their conversational skills.
- Staff show genuine affection and care towards the children. They teach children what is expected of them during daily routines and activities. Children are polite and take care of others. For example, babies and toddlers know they must knock before entering rooms. They know this is so they do not hit one of their friends on the other side. Children are praised for their positive actions.
- Staff know the children well. They know what they want children to learn next and they understand how to build on what children already know and can do. For example, pre-school children are learning about two- and three-dimensional shapes. However, occasionally, staff do not fully consider what it is they want children, as individuals, to learn. Some opportunities are too challenging for some children. Therefore, children start to lose focus and leave the activity.
- Staff support children's physical development well. For example, babies bend down behind tree trunks as they play hide and seek with staff. Toddlers jump

and hop with glee as they pretend to be bunnies while staff sing to them. Pre-school children walk carefully across a balance beam as staff provide words of encouragement. They develop confidence as they negotiate walking up and down small ramps safely. This supports children's muscle strength and coordination skills.

- The nursery provides healthy and nutritious meals and snacks for children. Staff encourage children to wash their hands before meals and provide access to fresh drinking water. They use mealtimes to help children to understand the benefits of eating well.
- Overall, staff support children to develop an understanding of what makes them unique. Pre-school children bring in photos of their families to display. They talk to each other about their families and pick out their friends from the photos. However, staff do not always use children's individual names when speaking to them. For instance, boys are often referred to as 'buddy' and girls are referred to as 'babe'. This means that children are not always recognised as individuals.
- The manager has high expectations for the setting. She reviews and evaluates practice to strive for improvement continuously. The manager and staff work effectively in partnership with parents on all aspects of children's learning and care, including school transitions. Parents speak highly of the setting and are aware of the progress their children are making. Parents feel that their children are ready for school.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of the possible signs that a child may be at risk of harm, and they know what procedures to follow if they have concerns. They know what signs may suggest that a child is being exposed to extreme views or behaviour. Staff know the correct procedure to follow should there be concerns about the conduct of a colleague. The manager ensures that safer recruitment checks are carried out to ensure the ongoing suitability of staff working with children. The nursery is secure and routinely checked to ensure the safety of children. Children are well supervised at all times.

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

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

- differentiate planned activities and interactions further to ensure that the individual developmental needs of all children are met
- ensure that children are recognised as individuals and referred to by their name.

## Setting details

<b>Unique reference number</b>	EY345518
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10138654
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Smarties Private Day Nursery Limited
<b>Registered person unique reference number</b>	RP903130
<b>Telephone number</b>	01623 636100
<b>Date of previous inspection</b>	26 February 2016

## Information about this early years setting

Smarties Private Day Nursery registered in 2007 and is based in Mansfield, Nottinghamshire. The nursery employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Susan Hyatt

## 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 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.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation 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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