

Inspection of Smartypants Exclusive Childcare

Little Marsden Parish Centre, Hibson Road, NELSON, Lancashire BB9 0PY

Inspection date: 26 July 2022

Overall effectiveness

Good

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

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 display extremely high levels of independence and confidence at this nursery. They arrive happily and settle quickly to engage in purposeful learning. Staff have very high expectations of children and are excellent role models. The key-person system is highly effective and strongly supports children's well-being. Children are extremely polite as they play together cooperatively. They remind each other to say thank you when taking turns and sharing resources.

Staff encourage children to take responsibility for the learning environment and provide cleaning stations that children use capably. For example, children clean up their own spillages during messy play. Children take responsibility for small tasks, such as setting the tables at lunchtimes. They independently serve their own food and drinks and use knives safely to cut up their own fruit at snack time. Children follow simple instructions to make their own play dough, counting and measuring ingredients confidently. These opportunities provide wonderful support for children's personal development.

Communication and language is supported exceptionally well. Highly effective strategies are implemented to help all children to express themselves. Children and staff use these confidently and consistently. Staff introduce and explain new vocabulary at every opportunity. Children confidently use words such as 'shiny' and 'smooth' to describe the pebbles they play with in the sand area. Staff explain to children why it is important to drink lots of water during the recent heatwave. Children talk about the importance of keeping 'hydrated'. This demonstrates their growing awareness of how to keep themselves safe in extreme weather conditions.

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

- The creative and highly ambitious curriculum gives children the freedom to follow their own interests as they learn. Staff skilfully use their knowledge of children's real-life experiences to plan an exciting range of activities. For example, children are fascinated to see what happens as they explore mixing coffee, teabags and water like their grown-ups. Staff are passionate about providing challenge for all children. Children make very good progress and are extremely well prepared for the next phase of their education.
- During the inspection it was identified that the provider had not notified Ofsted of a change to the registration details. While this is a breach of legal requirement, this does not impact on the safety, care or education of the children attending. The provider has taken swift action and is aware of their responsibility to notify Ofsted of required information.
- Staff provide an abundance of opportunities for children to develop their physical skills. They support children to climb, balance and slide in the outdoor area.

Older children use real tools, under close supervision, as they hammer nails into foam and use saws to slice it into pieces. This helps to develop their hand-to-eye coordination. Younger children use forks to mash bananas when making cakes, developing the smaller muscles in their hands.

- Books are brought to life for children by the props and dramatic voices that staff use when storytelling. Staff listen and respond to children's comments and questions about stories. They skilfully support children to act out their ideas and test their theories. After sharing a story about a witch, staff help children to create a giant broom to see how many people they can fit on it. This helps to further develop children's excellent imagination skills.
- Children learn to care for living things as they look after the nursery fish. Staff teach children about life cycles as they watch caterpillars transform into butterflies and tadpoles become frogs. Children talk confidently about how they can tell when tadpoles are changing by counting their new legs. This demonstrates their emerging understanding about the wider world.
- Cultures and languages are celebrated brilliantly throughout the setting. Children trace letters, numbers and symbols from a range of languages in the mark-making area. Staff provide a variety of outfits, cooking equipment and real food packaging for children to explore during role play. This helps children to develop an in-depth understanding of similarities and differences between themselves and others.
- Partnership with parents is outstanding. Parents are extremely happy with the progress their children make and with the information that staff share with them. They are particularly impressed with the support staff provide for children with special educational needs and/or disabilities (SEND) and their medical care needs. Parents say staff are 'fantastic' and that they work hard to ensure they are providing the best possible support for their children.
- Staff support children with SEND exceptionally well. They work closely with other professionals to access swift support for individual learning needs. Additional funding is precisely targeted to ensure that all children have the best possible start to their education.
- Leaders have high expectations for all staff. Staff say they feel very well supported and work together as a team. They are fully committed to their roles, and highly motivated leaders have reviewed and enhanced the ongoing training available for staff to further develop their substantial knowledge of child development. There is further scope to embed the knowledge of leaders with regards to the requirements of the 'Statutory framework for the early years foundation stage'.

Safeguarding

The arrangements for safeguarding are effective.

Leaders deploy staff highly effectively throughout the nursery to ensure that children are kept very safe. They regularly check that staff understand the safeguarding training they undertake. Staff have an excellent knowledge of safeguarding and how to recognise possible signs of abuse. They know what action

to take if they have concerns about a child or colleague. This includes the procedure to follow if they have concerns about children or parents displaying extreme views or behaviours. Leaders implement robust recruitment and vetting procedures to ensure the suitability of staff. Staff help children to learn about managing their own risk and to keep themselves safe as they use the climbing equipment in the outdoor area.

What does the setting need to do to improve?

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

- continue with training opportunities that embed knowledge of 'Statutory framework for the early years foundation stage' requirements.

Setting details

Unique reference number	EY485685
Local authority	Lancashire
Inspection number	10236609
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	3 to 11
Total number of places	40
Number of children on roll	51
Name of registered person	Gent, Colette Jane
Registered person unique reference number	RP905879
Telephone number	01282 931310
Date of previous inspection	23 August 2016

Information about this early years setting

Smartypants Exclusive Childcare was registered in 2015. The nursery employs 12 members of childcare staff. Of these, three members hold qualifications at level 6, one has an appropriate early years qualification at level 5, eight have relevant early years qualifications at level 2 or level 3. The nursery opens from Monday to Friday, all year round. It also operates an out-of-school club for children up to the age of 11. Sessions are from 7.30am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children. It caters for children who speak English as an addition language.

Information about this inspection

Inspector
Donna Thorpe

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the nursery 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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