

Inspection of Smarty's Nursery

120 Elliott Avenue, RUISLIP, Middlesex HA4 9LZ

Inspection date:

23 September 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Overall, children enjoy their time at the nursery and respond well to the warm, friendly interaction of staff. There are some weaknesses in the arrangements to plan and implement activities. The impact of this is more evident in the experiences of the youngest children.

Older children are very independent and confidently talk as they play. They use good vocabulary to discuss their artwork, ask questions and express their opinions. They demonstrate high levels of imagination and problem-solving skills as they explore art materials; for example, as the children build dens in the outdoor space. Children develop positive social skills and behave well. They respond positively to the occasional, gentle reminders they receive from staff. These help them to remember to share, take turns and listen to their friends. These skills prepare children to interact confidently with others as they progress to the next stage of their education.

Children have regular opportunities to be active. Staff use the indoor and outdoor space well to support children's physical development and play. For example, children learn to control their bodies as they run, jump and explore the climbing frame outside.

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

- Children behave well. Staff support children to take turns while they play games. Older children are helped to understand their own feelings and the feelings of others. They are encouraged to be kind to their friends. Children develop positive friendships with their peers and play well together. For example, children share scissors when building a den and say 'thank you' when they receive them.
- Management have put some strategies in place to support the key-person system. However, this is not fully effective in meeting the children's individual needs, as staff are not consistent with the same children. Therefore, they are unable to accurately assess children's abilities and where they want them to progress to. This has an impact on the quality of education, and not all children make the progress they are capable of.
- Staff do not organise some group times effectively and do not act quickly enough to identify issues that arise. For example, during the inspection, group time lasted too long, with many of the children losing interest, focus and concentration. Staff did not adapt their teaching to keep children engaged or bring the activity to an end. Subsequently, some children did not participate in, or benefit from, the activity for long periods of time, and their learning was not supported effectively.

- Some aspects of the curriculum are promoted well. Younger children learn to make marks with paints, and older children learn to recognise and write some letters in their name. However, the curriculum is not consistently implemented to support all children's learning in their communication and language development.
- Although staff plan opportunities for groups of children, they do not focus precisely enough on individual children's next steps in learning. In addition, staff's use of language is not always consistent. For example, staff question children too much and do not allow them enough time to respond.
- Parents say their children are happy attending the setting. They say they receive some information about their child's day at collection times. However, parents say that, at times, the details are inconsistent and do not always provide them with the information they need about their child's care and learning.
- The setting has undergone staff and management changes over the last year, and this has had an impact on the quality of the provision. The provider has strengthened support for the manager and has planned a programme of training for staff. However, the current system for staff supervision does not ensure they receive the support and coaching they need to improve their knowledge, skills and practice.
- Staff have opportunities to develop their skills and knowledge. Recent training has increased their understanding in promoting children's communication and language skills. Staff receive supervision meetings to reflect on their practice. However, current supervision arrangements do not precisely focus on raising the quality of teaching to a higher level.
- Management have procedures in place to support supervisions with staff. However, leaders are not always able to reflect on staff practice fully and effectively. This results in staff being unsure about the next steps in their professional development and what they need to do to be able to improve their practice and provide higher-quality experiences and interactions for children.

Safeguarding

The arrangements for safeguarding are effective.

Staff have access to child protection training. They talk about the policies and procedures they would follow to safeguard children. Staff demonstrate good knowledge of signs and symptoms of abuse. The premises are secure. Procedures are in place to ensure unfamiliar people are not permitted to enter the nursery. Regular risk assessments are carried out. For example, staff can clearly talk about the evacuation procedures in the event of an emergency. They know who and how to refer any concerns. Staff make sure that they keep children safe. They review risks in the environment.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the planning and implementation of activities to focus more precisely on the individual learning needs of all those taking part, particularly those who are younger or less able	14/10/2022
improve staff supervision to provide targeted coaching, mentoring, and training, to improve the quality of teaching and to support staff in how to challenge and interact with children during activities to further enhance their learning.	31/10/2022

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

- improve staff's understanding of planning to ensure that children are provided with a wide range of activities that help them to be creative and to think critically, enabling children to develop and follow their own ideas
- enhance information sharing with parents so that all parents know the individual progress their children are making and how to support and extend their child's learning at home.

Setting details

Unique reference number	EY392761
Local authority	Hillingdon
Inspection number	10235306
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	40
Number of children on roll	36
Name of registered person	Smarty's Nursery Limited
Registered person unique reference number	RP905782
Telephone number	020 8866 8766
Date of previous inspection	29 September 2016

Information about this early years setting

Smarty's Nursery registered in 2009 and is situated in Ruislip, in the London Borough of Hillingdon. It is open from 9am to 3pm, Monday to Friday, during term time only. The provider is in receipt of funding to provide free early years education to children aged two, three and four years. The nursery employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above.

Information about this inspection

Inspector

Julia Maynard

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The provider and the inspector carried out a learning walk together of the nursery and discussed how they intend 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. Children spoke to the inspector throughout the inspection.
- The provider and the inspector carried out a joint observation of a small-group activity.
- Parents shared their views of the setting with the inspector through discussion.
- The inspector reviewed evidence of staff's suitability.

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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