

Inspection of SMART Southfields

Lower Hall, Everyday Church, 225 Wimbledon Park Road, London SW18 5RH

Inspection date: 11 October 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children willingly part from their parents on arrival and settle very quickly in the calm and gentle care of waiting staff. Babies cuddle staff while older children pleasantly greet welcoming staff and their peers. Children's eagerness to explore and join in play is apparent. For example, older children keenly participate in rugby. Children listen well and follow simple instructions. Nurturing staff ensure that the needs of babies are met promptly. Children show good levels of attention as they play. For instance, babies are enthralled as they hold toothbrushes. They use these to clean a picture of teeth and the teeth of dolls with the gentle guidance of staff. Toddlers explore paint using a variety of tools. They discover what happens as they mix colours and make marks on paper.

Children behave well. They receive clear explanations from staff that help them learn to share and take turns as they play. Staff act as good role models and show children the utmost respect. For example, they consistently seek children's consent to change their nappies. This helps children build good levels of self-esteem.

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

- Management support staff to develop a clear, sequenced curriculum for children across all areas of learning. They receive regular and appropriate guidance from the manager that enables them to understand their roles and responsibilities. This includes training that allows staff to deliver the curriculum well. Management has an accurate understanding of the strengths in its staff's practice. They know where to focus plans to help staff improve and develop their skills to raise standards in the nursery.
- Staff know what children can do. They provide and adapt experiences that reflect children's individual learning and stage of development. Children communicate very well and show sustained concentration. For example, older children have lengthy conversations with their peers and staff about autumn, pumpkin picking and changes in the season. They talk about the colour of the leaves turning 'red', 'orange', 'brown' and 'yellow', and explain they are 'the colours of autumn'.
- Children enjoy stories throughout the day. Staff encourage toddlers and pre-school children to join in with repetitive words and phrases. Those working with babies sensitively mirror babies' early speech sounds and model words that help them understand and start to communicate.
- Children with special educational needs and/or disabilities receive effective support. Staff are trained and understand children's specific needs. They notice and act promptly when children need additional support. Staff work closely with parents and other professionals. They ensure that children's specific needs are highly supported to help them make the best possible progress.

- Parents praise the staff team highly. They share very positive experiences of having a child in the nursery. They state that there is strong communication with staff. Parents comment that they are regularly informed of their child's progress and on how to support ongoing learning at home. They value the family community the nursery provides.
- Children are independent and curious learners. Babies focus well and freely enjoy exploring the interesting environment. Toddlers keenly join in activities, such as playing with sand and paint. Older children develop strong reading and writing skills. However, very occasionally, opportunities to encourage older children's imagination is not consistently supported to even higher levels.
- Staff strongly support the health and well-being of children. Children relish playing in the fun and adventurous outdoor play area. They develop good hygiene practice and are provided with healthy and nutritious meals.
- Children build very strong bonds with staff and show they feel safe and secure in their care. They are respectful of staff, peers and other people around them.
- Staff place a high focus on supporting children's mathematical development. However, further improvement could be made to extend children's knowledge of number recognition, to enhance their learning to even higher levels.

Safeguarding

The arrangements for safeguarding are effective.

Management ensures staff complete suitability checks. These are regularly monitored to ensure staff are continuously suitable to work with children. The premises are safe and secure. The manager ensures that staff are first-aid trained and deployed well to deal with accidents. All staff attend safeguarding training and understand their roles and responsibilities in keeping children safe and protected from harm. The policy and procedure to safeguard children is known and understood by management. This includes the procedure to follow in the event of an allegation against a member of staff. The staff team is aware of the whistle-blowing policy and have a secure understanding of the wider safeguarding issues. Staff understand the appropriate handling of children, particularly while settling them to sleep.

What does the setting need to do to improve?

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

- review the implementation of some adult-led activities for older children, to help them extend their imagination to the highest level
- use opportunities to help support older children's mathematical knowledge, with more focus on number recognition, to help enhance learning even further.

Setting details

Unique reference number	EY471362
Local authority	Wandsworth
Inspection number	10236289
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	0 to 4
Total number of places	70
Number of children on roll	48
Name of registered person	SMART SOUTHFIELDS LIMITED
Registered person unique reference number	RP533212
Telephone number	07947763269
Date of previous inspection	29 November 2016

Information about this early years setting

SMART Southfields registered in 2013 and is based in Southfields, in the London Borough of Wandsworth. The nursery cares for children from eleven-months-old, from Monday to Friday, 8am until 6pm, for 51 weeks of the year. It is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 16 members of staff, 13 of whom work directly with children, including the manager. Of these, ten hold a childcare qualification between levels 2 and 6.

Information about this inspection

Inspector
Marvet Gayle

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.
- The manager and the inspector completed a learning walk.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact these had on children's learning.
- A joint observation was carried out by the inspector and the manager.
- The inspector held discussions with the management team, staff, parents and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the two-year-old progress check, staff suitability, paediatric first-aid certificates and staff qualifications.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022