

# Inspection of Smart Learning Nursery

Commercial Unit, Mayfair Court, 76 Stonegrove, EDGWARE, Middlesex HA8 7UH

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Inspection date:

29 November 2022

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## **Overall effectiveness**

## **Inadequate**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

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

### The provision is inadequate

Children's welfare is compromised at the setting because the provider and staff are not clear about the local safeguarding partners reporting procedures. This means that any concerns about children's welfare may not be managed appropriately.

The quality of teaching is not yet good enough. This is because the provider does not fully monitor the quality of provision or staff practice to ensure teaching is to a consistent and required standard. The quality of teaching is variable within the setting. Staff encourage children to explore resources, but in their interactions with children, they do not consistently extend their play and build on their learning. As a result, children do not gain the full benefit of the curriculum.

Despite this, children are warmly greeted by the staff as they arrive at the nursery. Children show they feel safe and secure with their familiar adults. They behave well throughout the nursery. They learn to be independent. Even the youngest children know how to sit at mealtimes and use a fork or spoon to feed themselves. Children learn about tidying up and washing hands, integral to their routines. Older children help themselves and support younger children with their water beakers. This supports children in developing their independence and taking care of themselves and others.

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

- Staff say they feel supported and that their well-being is promoted. However, the provider does not adequately monitor the quality of staff practice to help identify and address weaknesses.
- Staff's planning of activities is not precisely focused on children's individual learning needs and does not always support or build on what they already know and can do. During some activities, staff do not effectively support younger children or provide sufficient challenge to pre-school children to build and extend their learning. Some activities are not matched to younger children's stage of development, hindering their learning experiences.
- Generally, staff promote children's communication and language well. Children build their vocabulary as they sing action nursery rhymes, learning to associate words with actions. Staff use open-ended questions with pre-school children during story time. They encourage the children to think for themselves and remember what they know. However, staff do not effectively engage the younger children during story times. This means they lose interest. Furthermore, there are no alternative activities for them to choose, as these have been tidied away.
- Children enjoy social mealtimes together, with staff reminding children to chew their food and check they have enough food. However, at times, staff do not

maximise quality interactions during these mealtimes, as they prioritise other non-contact routine tasks. Some children are expected to sit for excessive periods of time during transitions of routines. Despite this, children are tolerant, show their patience and await instructions about what to do next. Children are really well behaved.

- Children show they feel at ease in the care of staff, who are warm and caring towards them. Children benefit from a calm environment, which helps them to feel relaxed. However, staff do not always support children's understanding about maintaining their privacy while using the toilet.
- The provider completes adequate risk assessments to ensure that children are cared for in a secure, safe and child-friendly environment.
- Parents comment that they are happy with the care provided and receive regular feedback at drop-off and collection times, in addition to a daily written communication book where they may add their comments. However, not all parents are aware of their children's progress, learning and next steps.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider and staff demonstrate their awareness about how to identify welfare concerns. However, staff do not have a secure understanding of the reporting procedures to follow. They say they would report this to the provider and the local authority. Staff are unfamiliar with the setting's safeguarding policy and procedures, which do not include the contact details about who to contact in the local authority. The provider who is the designated lead for safeguarding is not familiar about the roles of whom she should report welfare concerns about children and the role of local authority designated officer, in line with their local safeguarding partners procedures. The provider carries out suitability checks to ensure staff working with children are suitable. Staff supervise children appropriately to make sure they are within sight and hearing.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

|  | Due date   |
|--|------------|
| improve management and staff's knowledge about how to manage concerns and the reporting procedures to follow, including what to do when an allegation is made against a member of staff, in line with the local safeguarding partners procedures | 10/01/2023 |

|  |            |
|--|------------|
| improve the quality of the curriculum planning and delivery, so that all children benefit from age-appropriate and consistent learning and development experiences                               | 10/01/2023 |
| develop effective arrangements for the supervision of staff, to drive consistency across the educational programmes and in how parents are involved in their children's progress and next steps. | 10/01/2023 |

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | EY474090  |
| <b>Local authority</b>                             | Barnet  |
| <b>Inspection number</b>                           | 10259645  |
| <b>Type of provision</b>                           | Childcare on non-domestic premises                  |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Full day care                                       |
| <b>Age range of children at time of inspection</b> | 1 to 3  |
| <b>Total number of places</b>                      | 24  |
| <b>Number of children on roll</b>                  | 21  |
| <b>Name of registered person</b>                   | Syed, Monuzza Saeed                                 |
| <b>Registered person unique reference number</b>   | RP906389  |
| <b>Telephone number</b>                            | 020 8958 5557                                       |
| <b>Date of previous inspection</b>                 | 28 November 2017                                    |

## Information about this early years setting

Smart Learning Nursery registered in 2014. It is owned by a private provider and operates from commercial premises in a residential block of flats in Edgware in the London Borough of Barnet. The nursery is open each weekday, from 8am to 6pm, all year round, except for bank holidays. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery employs seven staff; six of whom hold appropriate early years qualifications at level 2 and/or level 3.

## Information about this inspection

### Inspector

Seema Parmar

## 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 provider and inspector completed a learning discussion together about the early years curriculum.
- The inspector spoke to the provider, staff and children at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a group activity with the provider.
- Parents spoke with the inspector during the inspection and their views were taken into account.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- This was a risk assessed inspection.

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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