

Inspection of Smart Kids Nursery

2 Tower Road, Aston, Birmingham, West Midlands B6 5BN

Inspection date:

10 February 2023

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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children settle quickly and are happy to come to nursery. Staff are caring towards children and greet them with a warm welcome; this supports children to feel secure. Staff provide children with a variety of activities and resources to support their development and learning.

Children behave well and show care and concern for each other. They acknowledge when their peers leave nursery, waving goodbye to them at home time. Children take turns as part of group-time activities. For example, pre-school children talk to staff during group time, where they recall the activities accessed during the day. Staff encourage children to take turns and listen to what each other has to say. Children with special educational needs and/or disabilities (SEND) enjoy their time at nursery. Younger children enjoy exploring sensory and messy-play experiences, as they touch, taste, and print coloured yoghurt on paper.

The manager has high expectations to support and close any gaps in children's learning as a result of the COVID-19 pandemic. Leaders and staff are working hard to develop children's social skills and increase their communication and language development.

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

- Leadership and management have expectations of the nursery. Supervisions are carried out regularly, to allow staff to discuss any issues. Staff well-being is supported, and staff feel valued. Leaders provide staff with regular training and targets to improve practice. Systems are in place to ensure that key children are observed and monitored.
- The quality of teaching is not consistently at a good level. Although, the manager has clear expectations of the nursery curriculum. Staff do not implement this effectively during their interactions with children. As a result, the intentions for activities are not always implemented to support what children already know and need to learn next.
- Children develop positive relationships with their key person. Staff ensure that children's first languages are fully supported and use their skills to speak in languages familiar to them. Staff support children with SEND very well. The manager ensures that families are supported in this journey and signpost them onto external professionals for guidance and support. Consequently, children with SEND make good progress.
- Staff provide children with healthy meals and snacks and ensure that healthy lifestyles are promoted. Fresh fruit and vegetables are provided each day for children. However, some inconsistencies prevent children from making choices. For example, some staff do not encourage children to choose their own snacks

or drinks during mealtimes. In addition, appropriate cutlery is not provided and does not meet the needs of all children.

- Children benefit from learning about the wider community. Staff teach children about people and communities and take children on local visits and trips further afield. For example, staff use funding to help plan larger outings to the seaside. As a result, this helps build children's understanding of the wider world.
- Children have plenty of opportunities for fresh air and exercise to extend their physical development. Staff provide children with a wide variety of resources to enhance their physical skills, such as climbing, balancing, running and riding on bikes and trikes. However, staff do not always identify and take action to minimise potential risks when young children join older children outside.
- Relationships with parents are positive. Parents comment on how happy their children are in nursery and the care and attention children receive. They report that they are provided with regular feedback about their child's day in person or online. Parents comment on the progress children make with their communication and social skills and are fully informed about their child's development.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to safeguarding. They ensure that staff keep their knowledge current with regular safeguarding discussions and training. Staff understand the indicators of abuse and have an awareness of extremism, radicalisation, and female genital mutilation. Staff have knowledge of the setting's procedures to follow in the event of a concern, or where an allegation is made against adults working with children. Leaders ensure that recruitment procedures are followed, along with checks that staff are suitable to work with children. Staff are deployed well, indoors and outside.

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
ensure that risk assessments are robust and hazards to children's safety are identified, particularly in relation to the outdoor space when young and older children use the space together.	24/03/2023

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

- review the organisation of mealtime routines to ensure that they are consistent for all children throughout the nursery
- develop the curriculum to ensure it is clear and that learning intentions are understood by all staff, to ensure children make the best possible progress.

Setting details

Unique reference number	EY475133
Local authority	Birmingham
Inspection number	10264148
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	65
Number of children on roll	95
Name of registered person	ASKN Ltd
Registered person unique reference number	RP906008
Telephone number	01214394980
Date of previous inspection	6 June 2017

Information about this early years setting

Smart Kids Nursery registered in 2014 and is based in the Aston area of Birmingham. The nursery operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays. The nursery employs 20 members of childcare staff, all of whom hold appropriate early years qualifications. Of these, one holds relevant qualifications at level 6; 11 staff hold level 3 and eight staff at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Maryanne Hepburn-Bean

Inspection activities

- This was the first routine inspection since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The inspector had a tour of the nursery premises. The manager discussed the organisation of the nursery and curriculum provided.
- The inspector observed the quality of teaching throughout the inspection.
- The manager and the inspector carried out a joint observation together.
- The inspector spoke to staff at appropriate times during the inspection.
- The inspector spoke to parents at appropriate times and took account of their views of the nursery.
- The inspector held a meeting with leaders to discuss leadership and management arrangements.
- The inspector looked at relevant documentation and checked 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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