

# Inspection of Smart Start Day Nursery

Reay Nadin Drive, Sutton Coldfield, West Midlands B73 6UR

---

Inspection date: 20 February 2023 - 6 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Inadequate

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

### The provision is good

Staff warmly welcome children into the nursery. Children settle with a comforting cuddle from their key person. Some children are unsure when visitors come into their room. However, staff respond to them and spend time reassuring them. Children quickly become intrigued by the visitor and continue to explore their activities. This demonstrates that there is an established key-person system and that children build secure relationships. Children develop a range of mathematical concepts, such as big and little, through the activities staff plan for them. They show determination as they use a little spoon to fill their big container and count along with staff how many it takes to fill the cup. Staff have high expectations for children's progress. Children's behaviour is good, and staff explain to children why some behaviours are unacceptable.

Children learn about being part of their wider community and visit local places. For example, they visit their local supermarket to give flowers to customers during Valentine's Day. Younger children show high levels of engagement when exploring sensory activities. For example, staff support children's interest in cars and let children roll them in paint across paper or discover how it feels on their fingers. Staff provide an abundance of praise for trying the activity, and children respond with a chuckle. They recognise that not all children have experienced sensory activities and therefore provide a range of different opportunities for children while at nursery.

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

- Since the last inspection, the manager, who is also the nominated individual, and staff team have made significant improvements in order to raise the quality of the provision children attend. Staff have attended a range of training courses to give them a better understanding of how to deliver a quality curriculum that is tailored to children's individual needs.
- Children enjoy a range of healthy, home-cooked food. They sit together to enjoy these meals. However, during this routine, staff engage in completing other tasks, which results in some children waiting for an extended amount of time for their friends to finish. This results in children becoming restless and distracted as they wait.
- Children join in with activities with enthusiasm. Staff support their understanding as they engage in conversation about what they are learning. However, some staff ask children too many questions at once for them to process and respond appropriately. Additionally, staff also answer for children, which does not allow children to build and extend their own knowledge and understanding.
- Parents comment very highly on the overwhelming support they receive. They receive information about the improvements planned for the nursery, which

allows them to be part of the vision for the nursery. Staff keep parents well informed of their child's progress in their learning and development.

- Staff receive regular supervisions. This allows them to discuss their own personal needs, as well as the needs of their key children. Staff engage in regular training. For example, they comment that recent training in sign language has helped them improve how they communicate with some children. Staff say that their well-being is always considered and that they feel valued.
- The special educational needs coordinator (SENCo) works closely with external professionals and staff. This ensures that appropriate plans are in place for children with special educational needs and/or disabilities (SEND). The development of all children is regularly monitored, and they are making good progress in their learning.
- Staff prepare children for transitions effectively. Vital information is shared with parents and the child's next key person to support children as they move through the nursery. Information shared includes their routines, current next steps, interests and dislikes. This means that transitions are seamless and help children to settle quickly.
- Children are active during their time at the nursery. They take part in daily movement classes. Staff talk to the children after the session about how their heart feels and why it is important to be active. This helps children to learn about their body and how it functions after exercise.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a clear understanding of how to report safeguarding concerns to their designated safeguarding lead. This includes any concerns they may have about the welfare of a child or concerns about a member of staff. Staff carry out risk assessments to ensure environments in the nursery are safe and clear of hazards. They are vigilant during activities. For example, they notice a spillage on the floor and promptly clear it up to prevent the risk of children slipping. There are clear procedures in place to ensure that staff are recruited safely. The manager carries out ongoing suitability checks, ensuring that staff continue to be suitable to work with children.

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

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

- review how staff plan mealtime routines to ensure that children remain engaged and do not wait for extended periods of time
- strengthen teaching techniques even further to raise the quality of teaching to the highest level.

## Setting details

<b>Unique reference number</b>	2569087
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10253039
<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>	0 to 4
<b>Total number of places</b>	62
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Dhad, Shazia Parvez
<b>Registered person unique reference number</b>	RP909529
<b>Telephone number</b>	0121 353 1166
<b>Date of previous inspection</b>	23 August 2022

## Information about this early years setting

Smart Start Day Nursery registered in 2020 and is based in Sutton Coldfield, Birmingham. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am to 6.30pm. There are 13 members of staff employed. Of these, 12 hold qualifications at level 2 to level 5. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Katherine Wilson  
Suzanne Taylor

## Inspection activities

- The inspector discussed any continued 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 their curriculum and what they want their children to learn.
- Staff spoke to the inspector during the inspection.
- The SENCO spoke to the inspector about how they support children with SEND.
- The inspector carried out a joint observation with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023