

# Inspection of Smithfield House Children's Nursery

14 West Smithfield, LONDON EC1A 9HY

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Inspection date:

16 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
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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 are happy and enjoy their time in this nursery. Relationships are caring, and staff know children well and celebrate their achievements. Children's independence skills are encouraged throughout the nursery. For example, older children skilfully put on their own coats by flipping them over their heads. They proudly show how they are learning to pull up their zips by themselves.

Children behave well. They practise taking turns during circle time and listen attentively when their friends describe how they are feeling. Staff encourage children to talk as much as possible. Younger children indicate they would like to play with the cars which are in a drawer. Staff encourage them to say the word 'car' as they help them to pull out the drawer together.

Opportunities for children to share books form a big part of the nursery day. Children enjoy snuggling in with staff as they read a story together. They benefit from regular trips to local libraries. Staff have created story bags, which children love to take home so they can share a favourite story, such as 'The Tiger Who Came to Tea'. Children use the resources in the bag to set up their own tea parties with their family.

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

- Leaders have developed a curriculum to support children growing up in a busy city. This curriculum focuses on supporting children to develop their confidence and independence. There is a strong focus on road safety. This is embedded through the walks which children go on daily with staff, where they explore many local parks and open spaces.
- All children, including those with special educational needs and/or disabilities (SEND), make progress in their learning because they attend the nursery. Staff put support in place to help children as they move on to the next stage in their education. Staff work with the local authority and schools which children will attend to make transitions as smooth as possible.
- Staff ensure that mealtimes provide children with the chance to further develop their communication, as well as their social skills. Older children sit with staff as they eat together and chat. Younger children are encouraged to use their words when they would like more food or when offered milk or water. Children serve themselves food and are supported to pour drinks from a jug. When they have finished eating, they scrape their plates to clean them.
- Children learn about being healthy. Staff support them to clean their teeth after they have eaten, which helps them to be aware of oral hygiene. When washing their hands, staff talk about saying 'bye bye to germs' as they 'wash them down the sink'. When children have a dairy intolerance, staff talk with them about not

drinking the same milk as their friends and how this affects them. This helps children to be aware of how to keep themselves healthy.

- Children have regular opportunities to practise their listening and attention skills through whole-group activities. However, at times, they spend too long sitting on the carpet listening to staff, which can result in some children getting fidgety and chatty as their attention is not fully engaged.
- Parents speak very highly of the nursery. Parents feel confident that staff manage their children's needs, including any allergies or preferences. They describe how regular updates help them to understand how their child's learning is progressing. Parents comment how the online app allows them a glimpse into what their child's day in nursery is like. Staff encourage wider family members to be able to access this resource, which can be particularly reassuring for children from families who are refugees.
- Staff feel they are valued by leaders in the nursery. They have regular supervision meetings and feel that these provide opportunities to be able to talk about their life, as well as work. Staff are encouraged to engage in continuous professional development to further enhance their qualifications. They also have access to a range of online training to support their practice.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders have systems in place to ensure that staff are safe and suitable to work with children. Staff undertake regular training to make sure that they are aware of a range of safeguarding issues. Leaders regularly check that staff understand their responsibilities to keep children safe. Staff are confident to explain what might cause them to have a concern about a child. They are able to describe the process to report any concerns, including if they had a concern about a colleague working in the nursery. Staff complete risk assessments in the nursery and in the many outside spaces visited to ensure that children are safe while in their care.

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

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

- review the organisation of group activities to ensure that children's attention is fully engaged throughout.

## Setting details

<b>Unique reference number</b>	EY425982
<b>Local authority</b>	City of London
<b>Inspection number</b>	10276554
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary 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>	100
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Smithfield House Children's Nursery Ltd
<b>Registered person unique reference number</b>	RP530561
<b>Telephone number</b>	020 7236 1000
<b>Date of previous inspection</b>	20 July 2017

## Information about this early years setting

Smithfield House Children's Nursery registered in 2011. It is situated in the City of London. The nursery is open each weekday, from 8am until 6pm, for 51 weeks of the year. It provides funded early years education for children aged two, three and four years. The nursery employs 11 members of staff. Of these, 10 staff hold early years qualifications at level 2 and above.

## Information about this inspection

**Inspector**  
Kathryn Irvine

## 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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the managers about the leadership and management of the nursery.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector joined the children on a walk to a local park to observe the quality of education being provided.
- The manager and the inspector carried out a joint observation during group activities.
- Parents shared their views of the nursery 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.

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