

# Inspection of Smarty's Nursery

120 Elliott Avenue, RUISLIP, Middlesex HA4 9LZ

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Inspection date: 28 June 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	Requires improvement

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

### **The provision is good**

Parents and children arrive, chatting about what they will be doing during their day in nursery. Staff provide warm greetings to children. They support each child to say goodbye to their parent as they enter the nursery. Staff encourage parents to share information about their children's care. Relationships between staff and parents are also warm and supportive.

Staff offer children a wide range of experiences and play activities. For example, children come together for group time. Staff sing some songs and support children to discuss the days of the week and the weather. Children who require additional support or children with special educational needs and/or disabilities (SEND) take part in planned groups to develop their attention and listening skills. Before free play, children recall the 'golden rules' for their behaviour. They happily share what 'kind hands' mean and how it is good to be nice to everyone. Children take turns and share with minimal support from staff, as they understand their turn will come.

Staff provide children with time each day in the garden and children move purposefully between indoors and outside. Staff know the activities which children are interested in. For example, they encourage children to fill the watering cans to give the fruit and vegetables a drink. Children discuss how plants also need sunshine to grow and discuss how the plants have changed since the seeds were planted. Staff remind children that when the fruit and vegetables are ready, they will be used for snacks and meals by the cook.

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

- Staff support children's independence effectively. Children follow routines, hanging up their coats and bags and placing water bottles where they can be easily reached. Children take part in being daily allocated helpers to prepare for snack time by peeling and, under staff's supervision, using knives to cut fruit. Children line up and follow hygiene practices to wash their hands in preparation for eating, knowing that removing 'bacteria' will help them to stay 'healthy'.
- Staff successfully promote children's emotional well-being. During story time, children repeat familiar phrases and predict what is going to happen next. They develop their emotional intelligence, such as by discussing how the lead character is feeling. Children offer 'scared' and 'lonely' when he got lost and how 'happy' and 'relieved' he felt on being reunited with his friends. Children extend the discussion by including personal experiences and share the adults that they can speak to if they were feeling sad.
- Staff and leaders have high expectations for every child. They place a focus on children's communication. For example, children are supported to use their voice

by voting for activities they would like to have in nursery. Staff also ask questions to extend children's concentration. However, on occasions, some staff use questions that test children's knowledge, rather than to extend children's conversations and communication skills further.

- Children with SEND are excellently supported. Staff have developed an area to provide children with early intervention. They work in partnership with parents, colleagues from health and local authority staff. Staff introduce picture timetables, now-and-next boards and simple spoken words and phrases to develop children's understanding of daily routines. With this individual support, children quickly make progress from their starting points in development.
- The newly established staff team works well together. Staff communicate respectfully and share roles and responsibilities as a team. Leaders have introduced effective systems of supervision and training to support staff. Staff access training based on their needs and interests. This has enabled the team to work effectively to further positive outcomes for children and their families.
- Parents praise staff. They say how the changes in staffing have had a positive impact and enhanced the nursery. The new manager has increased communication, using daily information boards, regular newsletters and a group app to keep parents informed of upcoming activities. Parents enjoy being able to attend events such as sports day and participate in a picnic lunch in the nursery. Parents share that when they do not have extended family close by, the nursery creates a sense of belonging and shared community. They comment that this helps them to make friendships with other parents which extend outside of the setting.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff confidently answer a range of questions relating to safeguarding the children in their care. They know the procedures to follow if they are concerned about a colleague's behaviour. Leaders and managers share how on-the-spot questions and regular discussions also help to ensure that staff remain up to date with their knowledge. Information about contacting support services can be clearly seen around the setting. Staff communicate with their colleagues about which children are going outside. They also make regular checks to ensure that they know which children are remaining inside. Staff make daily health and safety checks of the building and outside area.

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

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

- support children's communication skills further, such as by asking questions which initiate discussions and extend back-and-forth conversations with children.

## Setting details

<b>Unique reference number</b>	EY392761
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	10259270
<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>	2 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Smarty's Nursery Limited
<b>Registered person unique reference number</b>	RP905782
<b>Telephone number</b>	020 8866 8766
<b>Date of previous inspection</b>	23 September 2022

## Information about this early years setting

Smarty's Nursery registered in 2009 and is situated in Ruislip, in the London Borough of Hillingdon. It is open from 9am to 3pm, Monday to Friday, during term time. The nursery is in receipt of funding to provide early years education to children aged two, three and four years. It employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above.

## Information about this inspection

### Inspector

Bernie Dunne

## 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 nursery.
- The inspector had a tour of the premises to complete a learning walk. The manager described how the environment and the curriculum are organised.
- A joint observation of practice was completed with the manager.
- At appropriate times during the inspection, the inspector spoke to staff and children.
- A meeting was held with the leadership team, which includes the manager, provider and deputy manager.
- The inspector spoke to parents, considering their views.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact on children's learning.
- The inspector looked at relevant documentation, such as the evidence of 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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