

# Inspection of Smartkiddies Childcare

English Martyrs Church Hall, Stead Street, London, Walworth SE17 1BF

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Inspection date: 21 June 2023

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is inadequate

The manager fails to ensure that the setting is effective in keeping children safe. Staff do not have a clear intention of what they want children to learn. As a result, children are not aware of what is expected of them and their behaviour is not good.

There are no routines and children are not challenged. Children, although happy to run around, do not engage for any length of time at any one activity. As a result, children do not display positive attitudes towards their learning and fail to be motivated to learn. Transition times, such as getting ready for the park, tidying up and preparing for mealtimes, are not effective. For example, older children are left sitting for extended periods of time with little engagement. They become bored and this leads to frustrated behaviour.

Incidental learning happens through play and practitioners play with children, but the curriculum is unplanned and, therefore, children do not make progress in their learning. Practitioners lead activities but there is no clear link to the development of skills they want children to learn. Some activities are not well planned to match children's abilities. For example, children throw balls onto a target with multiples of 10 displayed and are asked which number their ball hit. However, children are not able to identify numbers beyond 10.

Children in the toddler room listen to stories and songs. However, they are not encouraged to develop their speaking skills. The staff do not model language or introduce new vocabulary. This means that children do not benefit from good-quality interactions that support their developing communication skills.

Although the provider has ensured that they meet the required ratios for adults to children, the deployment of staff is not always effective in promoting children's learning. Staff do not fully understand the requirements of the early years foundation stage.

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

- The manager has not introduced a well-sequenced curriculum that her staff are able to implement. She does not support staff in understanding what she wants them to teach children. This means that children are at a disadvantage. Activities do not build on what children already know and can do.
- The key-person system is not effective. Staff do not know who their key children are and they are not aware of children's starting points in their learning. As a result, gaps in learning do not close and those children who are at risk of falling behind do not get the support that they need. As a result, children do not

benefit from secure attachments in the setting and some children find it difficult to settle and build relationships with their key person. This affects children's personal development.

- Children with special educational needs and/or disabilities (SEND) are identified and the setting works in partnership with external agencies to support children with SEND. However, they are not receiving good levels of support in their learning. As a result, these children are not making good progress in their overall development.
- Children in receipt of additional funding, such as early years pupil premium, benefit from opportunities to enrich their learning experiences. These include trips to local museums and a trip to the seaside. This teaches children about the world around them.
- Children are not prepared for their next step in learning. Children in the pre-school room are not encouraged to be independent. They wait in lines to wash their hands for extended periods of time, and this does not promote children to behave well.
- Staff do not provide consistently good-quality teaching. Children are unable to develop their talents and interests further because staff do not interact and engage effectively with children or provide sufficiently challenging activities.
- Staff in the pre-school room help children to take turns. However, this is not consistent with all staff working in the room. Children in the toddler room are not supported to develop their social skills and staff do not always intervene when children display unfriendly behaviour.
- Supervision, coaching and mentoring of staff are not effective. Although staff attend training courses, this does not impact the quality of their teaching and practice. As a result of this, children are not making as much progress as they should. The manager is reflective and is aware of the areas of weakness. However, she has not acted on this to ensure children are kept sufficiently safe and receiving good levels of learning throughout the setting.
- The provider has not kept records of the suitability checks that have been carried out on adults who work directly with children, particularly the details of Disclosure and Barring Service (DBS) checks. This is a breach of statutory requirements and has a significant impact on the safety of children.
- Two-way communication between the setting and parents is not always successful to ensure parents are kept fully up to date about their child's learning and development. Overall, parents are happy with the setting. They receive information through an app about their child's day, such as what they had for lunch. However, parents comment that they are not always aware of what their child has learned or what their next steps in learning are.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider fails to ensure staff are suitable to work with children, which means children's safety is not prioritised. Staff work with children without the provider first ensuring they are suitable by completing an enhanced DBS check. Managers do not

keep adequate records of checks they have completed and they therefore cannot demonstrate that staff are suitable. Not all staff are aware of how to identify a child who might be at risk of harm or abuse. Not all staff members are aware of how to report if they have a concern about the manager or other colleagues in the setting. Some staff are aware of their responsibilities for keeping children safe. However, new staff members are not secure in their safeguarding knowledge.

## 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
have effective systems in place to ensure that practitioners, and any other person who may have regular contact with children, are suitable	08/08/2023
ensure that staff receive supervision, guidance and coaching to improve their practice	08/08/2023
improve staff understanding of safeguarding procedures to follow, including around who to report to in the event of an allegation against a member of staff	08/08/2023
ensure that children are provided with an ambitious curriculum which builds on what they already know and can do	08/08/2023
improve transitions and routines in the setting so that children understand what is expected of them, therefore having a positive impact on their behaviour	08/08/2023
have an effective key-person system in place so that every child's learning and personal needs are met	08/08/2023
make information available to parents regarding staffing in the setting and the name of their child's key person.	08/08/2023

## Setting details

<b>Unique reference number</b>	2643212
<b>Local authority</b>	Southwark
<b>Inspection number</b>	10295758
<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>	2 to 4
<b>Total number of places</b>	29
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Smartkiddies Limited
<b>Registered person unique reference number</b>	2643210
<b>Telephone number</b>	07802305509
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Smartkiddies Childcare registered in June 2021. It is situated in the London Borough of Southwark. The setting is open from 7.30am to 6.30pm, Monday to Friday, all year round. Funded places are available for two-, three- and four-year-old children. Nine members of staff are employed at the setting. Of these, four hold appropriate early years qualifications at level 2 or 3. Two members of staff hold paediatric first-aid certificates.

## Information about this inspection

### Inspector

Leanne Bnidar

## Inspection activities

- This was the first routine inspection the nursery 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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- The manager and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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