

Inspection of Smart Kids Nursery

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

Inspection date: 16 October 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Staff greet children warmly as they arrive at the setting. They ask how they are feeling today and how they have slept. Staff listen and are responsive to children's care and emotional needs. As a result, staff develop close bonds with children and their families.

Staff speak knowledgeably about the children in their care. They know the children well, including their current level of development and what interests them. They use this knowledge to plan for children's next steps. All staff are involved in planning for children's learning. This leads to staff having a good understanding of the learning intentions of the curriculum. For example, staff talk confidently about what they want individual children to learn from an activity. This ensures children make good progress.

The majority of children who attend the setting speak English as an additional language. Staff support children well to develop and use their home language in play and learning. Staff speak over thirty languages between them. This means that children can communicate in their home language at the setting. When a language is not spoken, staff learn key words and phrases to support the child. Staff also recognise the importance of supporting children in reaching a good standard in English. The setting has a strong focus on developing children's language and communication skills. They do this by talking with the children, modelling language and encouraging children to express their thoughts and use new words.

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

- Staff teach children through stories, songs and nursery rhymes. For example, babies learn to make new sounds and say new words by singing 'Old Macdonald had a farm.' However, at times teaching methods and resources do not ensure that all children are active, engaged and focused on learning.
- Activities are well matched to children's level of development and learning. For example, toddlers explore the story, 'We're going on a Bear Hunt' using figures and natural objects, and pre-school children make vehicles using play dough. However, activities are not always designed to encourage children to explore and develop their own ideas and find things out for themselves. This can limit children's motivation and learning.
- Staff promote diversity well. Children learn about similarities and differences between people, countries, cultures, and faiths. For example, children dress up in traditional dress on Culture Day and they celebrate special events, such as the King's Coronation. This develops the children's understanding of the world, people and communities, and it helps them to get along with others.

- Children behave well and staff praise them for following the rules of the setting. Staff encourage children to be polite through gentle prompts and songs. For example, children and staff sing a 'Please and thank you' song before lunch. This teaches children good manners.
- Mealtimes are well organised and support children's growing independence. For example, children serve their own food, feed themselves and pour their own drinks. Children use cutlery and cups which meet their development needs. Most children sit on chairs and at tables which are appropriately sized. However, a small number of tables are too high for the children. This makes it difficult for children to feed themselves.
- Staff teach children about healthy living. For example, children choose their own healthy snack and drink. The meals that children eat are balanced and nutritious, including those brought from home. Children have daily access to fresh air and exercise in one of the two outdoor areas. Staff talk to children about the changes in their body during exercise, and they support families in accessing health and dental care. This supports children's health and growth.
- Parents are extremely positive about the setting. They praise the 'wonderful' staff for the relationships they form with their children and families. They feel well informed of their child's learning, development and well-being, through daily updates, an online learning log and parents' evenings.
- Parents of children with special educational needs and/or disabilities feel listened to and well supported by the setting. They feel that their children make good progress at the setting. Staff swiftly identify those with possible additional needs and seek advice from external agencies to provide the children with the support they need.
- Leaders and managers have an accurate understanding of the strengths of the setting and areas for development. Clear monitoring systems are in place, which drive improvements in the quality of teaching and learning. For example, regular observations of practice enable leaders and managers to identify training needs and offer appropriate professional development opportunities to secure improvements in practice. The setting also works well with external agencies to improve the quality of provision.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding. All staff have a thorough knowledge of the setting's safeguarding policies and procedures. They have an excellent understanding of the signs of abuse and know what to do if they are worried about a child. They also know the procedure to follow if they have concerns about an adult. The premises are secure. Evacuation and lockdown procedures are in place, and staff and children practise them regularly. Risk assessments are robust and are carried out throughout the day. They help staff to identify and minimise hazards to children's safety, both indoors and outdoors.

What does the setting need to do to improve?

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

- improve further the teaching methods and available resources and equipment, to ensure they meet children's needs and promote their focus on learning even more
- strengthen staff's understanding of how to support children in exploring and developing their own ideas and finding things out for themselves.

Setting details

Unique reference number	EY475133
Local authority	Birmingham
Inspection number	10281787
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	100
Number of children on roll	76
Name of registered person	ASKN Ltd
Registered person unique reference number	RP906008
Telephone number	01214394980
Date of previous inspection	10 February 2023

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 21 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above, including one who holds level 6, two who hold level 5 and eleven who hold level 3. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Caroline Albanese

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 spoke to the inspector about the curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector completed a joint observation with the manager of the nursery.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- A discussion was held with the manager, deputy manager and nominated individual, where they discussed self-evaluation, and their action plan for improvement.
- The inspector spoke with staff, parents, and children as part of the inspection.

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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