

Inspection of Smartstarts Day Nursery

Little Ilford Centre, Church Road, London E12 6HA

Inspection date: 29 November 2024

Overall effectiveness **Good**

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 well cared for at this friendly nursery. They make good friendships and enjoy playing together. New children are gently encouraged to settle. This helps all children feel safe and supports their emotional well-being. Staff give lots of praise and encouragement throughout activities and support children to develop their self-esteem and confidence. Children show care for their environment by tidying up after themselves and reminding others to do the same.

Staff plan a broad and balanced curriculum that links to children's interests and learning needs. Staff routinely add new words into their vocabulary and explain their meaning, such as 'orchard' when discussing the name for a group of trees. Staff provide a range of activities to develop children's fine motor skills ready for early writing. Babies make marks with paint using their hands and brushes. Older children carefully cut strips of paper using scissors. Children learn about mathematical concepts, testing their ideas as they use different-sized jugs to play with water. Staff's interactions are warm and meaningful. They encourage children's curiosity and support children's critical-thinking skills, such as by asking 'what will happen' questions. All children make good progress from their starting points.

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

- Leaders and staff are reflective practitioners. They work well together and use advice from other professionals to evaluate the quality of education and care. Staff receive regular supervision. Leaders ensure staff attend training that further develops their knowledge and skills to better support the children who attend. Staff report being happy and feeling valued.
- Children have good opportunities to make choices about where they play and who they play with. They take part in a range of child-initiated play and adult-led learning. However, on occasions, adult-led learning is not sharply focused to enable the younger children to fully understand what is expected of them and achieve in what they do.
- Children have many opportunities to develop important physical skills. For example, babies pull themselves to a standing position using sturdy furniture. Older children balance on beams and blocks when playing games in the outdoor area.
- Overall, children's behaviour is good. They understand the expectations of their behaviour from the set rules and boundaries that are in place. However, during daily transitions, staff do not always consistently interact with children and plan how they deploy themselves effectively. For example, on occasion, they are preoccupied with other tasks, such as tidying up resources and getting ready for mealtimes. As a result, some younger children forget the rules and run around,

increasing the noise levels.

- Staff provide healthy food at mealtimes. Children try a wide range of foods with different textures and tastes. Older children develop their control and coordination to use different utensils to scoop and serve themselves lunch. Children develop a positive attitude towards food and learn to use good manners when sitting at the table. All children follow good hygiene routines.
- Staff plan experiences to help enrich children's lives and broaden their knowledge and understanding of the wider world. Children participate in activities to mark a range of multicultural festivals throughout the year. This helps children to respect other cultures while embracing their own.
- Staff implement a curriculum that encourages children to be independent. For example, resources for babies are on their level and accessible. Older children are given time to fasten zips on their coats by themselves.
- Children with special educational needs and/or disabilities are well supported by the staff team. Staff work hard to recognise and understand children's needs. They work closely with parents and other professionals, ensuring that children's care is consistent and their development is promoted.
- Parents comment that they are happy with their children's progress. Parents particularly like the online app, which provides them with suggestions to support children's learning at home. When parents or carers have queries or concerns, the nursery works with them to bring about resolutions.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- ensure that adult-led learning is sharply focused to enable the younger children to fully understand what is expected of them and help them to achieve
- strengthen staff deployment further to support daily routine transitions and enable children to remain highly focused.

Setting details

Unique reference number	EY341501
Local authority	Newham
Inspection number	10359885
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	1 to 4
Total number of places	86
Number of children on roll	53
Name of registered person	Kids R Us Limited
Registered person unique reference number	RP910068
Telephone number	02084 782 700
Date of previous inspection	14 December 2018

Information about this early years setting

Smartstarts Day Nursery registered in 2006. There are 14 members of staff, 11 of whom hold appropriate early years qualifications from level 2 to level 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanna Wilkinson

Inspection activities

- The provider and the inspector completed a learning walk together. The provider explained how the nursery is organised and how they plan the curriculum for children.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector held a meeting with the provider. She reviewed recruitment processes and essential documents, including suitability checks for staff.
- The inspector carried out a joint observation.
- The inspector spoke to staff and children during the inspection.
- The inspector spoke to a number of parents and carers during the inspection and took account of their views.

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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