

Inspection of Smarty Pants Day Nursery

Smarty Pants, 1 Plashet Road, London E13 0PZ

Inspection date: 13 December 2024

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this extraordinary environment. They engage in activities that spark their imagination. For example, they listen to stories intently, which enhances their language skills. Afterwards, they make tea for the tiger from the story. They animatedly re-enact the story through well-planned learning experiences, which ignite their curiosity.

Staff skilfully identify what they need to teach children at each stage and how this contributes to their ongoing development. All children, including those with special educational needs and/or disabilities (SEND) and those who speak English as an additional language, make excellent progress from their starting points. Children are highly engaged in their learning and behaviour is exemplary. Staff build on what children already know. They extend learning through creative methods, such as music, movement and imaginative play. Practitioners guide children well. For example, they demonstrate to children how to squeeze and release their pipette. Children excitedly squeeze oil into the water and notice the bubbles. They describe their play dough mixture using words like 'sticky' and 'runny', showing their growing understanding of consistency. They demonstrate their prior learning by telling their friends to level the scoop of flour to get the right amount.

Relationships are extremely strong. Toddlers learn about emotions through stories and are learning to link feelings with colours. They hug coloured teddies as the staff skilfully name different emotions. Babies who are learning to strengthen their core are helped to stand and are encouraged to try on their own. High-quality interactions mean that all children make huge strides in their learning and development.

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

- The curriculum is purposeful, aspirational and challenging, offering the best start for all children, especially those most disadvantaged. Funding is used to provide experiences for children that they would not normally have. For example, they visit the local park for weekly nature lessons and they engage in cooking activities to learn about mathematical concepts and develop their social skills.
- Careful consideration is given to transitions. Children who are settling in are supported by their key person and their parents. The key person builds a relationship with the parent as well as the child, helping to ensure a secure attachment is formed. Children who are ready to transition to the older room move up together to support their socialisation. This helps them adjust as they settle in.
- Children are excited to learn and show visitors what they have made. Relationships are extremely strong and friendly. Children help one another to put

on their aprons. They encourage their friends to turn around so they can fasten the back. They are courteous to each other. There is a harmonious atmosphere that promotes collaboration, kindness and mutual respect.

- The setting is inclusive. Children are aware of the different needs of other children. They know that some children are still learning to share and that some learn differently from others. Children are tolerant of each other and gain an understanding of inclusivity through careful explanations shared with them by the practitioners.
- Parents praise the setting and value the high levels of communication, which are over and above what they expected. Parents feel supported in their journey with their children and talk about staff as if they were family. The depth to which the practitioners know their children is celebrated by parents. All parents feel that their children have a home away from home where they are very well looked after. Children with SEND are supported extremely well and parents feel empowered by the support they receive from the setting.
- Leaders and managers have high expectations of their staff and strive to empower them through relevant training, which enables them to provide the best care for the children. Staff receive training about how to support children's behaviour in positive ways. Children respond very well to the highly consistent approach they receive.
- Leaders and managers are thorough in their procedures and practices relating to staff, children and families. A wide range of carefully implemented policies and procedures help to ensure that children's safety, welfare and learning are promoted at the highest level.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2674069
Local authority	Newham
Inspection number	10367472
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	64
Number of children on roll	35
Name of registered person	Smarty Pants Plashet Limited
Registered person unique reference number	2674070
Telephone number	02084712620
Date of previous inspection	Not applicable

Information about this early years setting

Smarty Pants Day Nursery registered in 2022 and is located in the London Borough of Newham, in Plaistow. The setting is open each weekday from 8am to 6pm, for 51 weeks of the year. The provider offers government funded places for childcare and receives specific funding for disadvantaged children. There are 11 staff, eight of whom hold relevant early years qualifications.

Information about this inspection

Inspector

Leanne Bnidar

Inspection activities

- The manager, the nominated individual and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and the manager about the leadership and management of the setting.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and the children.
- The inspector and the nominated individual carried out a joint observation of a communication and language activity.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed 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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