

# Smarty's

Inspection report for early years provision

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<b>Unique reference number</b>	218485
<b>Inspection date</b>	24/05/2010
<b>Inspector</b>	Lynne Milligan
<b>Setting address</b>	The Bungalow, Lichfield Road, Stone, Staffordshire, ST15 8QU
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Smartys Day Nursery opened in 1999 and operates from four interlinking rooms in a ground floor building near to Stone town centre. The nursery is open each weekday from 7.30am to 6.00pm all year round. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register. A maximum of 20 children may attend the nursery at any one time. There are currently 41 children aged from birth to under five years on roll, some in part-time places.

The nursery employs 10 members of staff including a full time chef. Six members of staff hold a level 3 qualification, two hold a level 2 and two members of staff are unqualified. The general manager holds an Early Years degree and is currently undertaking an Early Years Professional Status qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children thoroughly enjoy their time at the setting and eagerly engage in activities that fully reflect and value their uniqueness. The excellent relationships between staff and parents help children feel secure and confident and systems for seeking and implementing parental views are thriving. Children benefit from a comprehensive range of interesting activities and are making excellent progress. A systematic and thorough approach to self evaluation has been established and this enables the setting to demonstrate a commitment to further improve and maintain high standards for the benefit of the children.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- reviewing the system to monitor the effectiveness of children's learning and development in order to ensure all children's next steps are transferred into their files.

## **The effectiveness of leadership and management of the early years provision**

Children are thoroughly safeguarded as the management and staff take robust steps to consistently promote children's welfare. Once a year, all staff update their Criminal Record Bureau checks and ongoing appraisals systems and one to one monthly meetings ensure any issues are identified and acted upon. Additional checks to further ensure children's safety include self declaration forms which staff sign to confirm their on-going suitability. Management are very much involved in

each of the rooms and this enables them to support, guide and effectively monitor staff practice. Staff are fully aware of their responsibilities in relation to child protection and all take an active role in ensuring children remain safe. Up to date training affords them the ability to keep abreast of new practice which is quickly implemented into their setting. Management are fully versed in their responsibility in liaising with various organisations including the Independent Safeguarding Authority and the vetting and barring scheme. Safety is viewed as a priority for the managers and staff and all take an active role in ensuring children are consistently supervised, with close monitoring of any visitors. This has recently been extended to include the introduction of close circuit television cameras which will further promote security. The health and safety officer takes charge of risk assessments and works with staff to ensure all areas of the building both indoors and out are safe, with outings included to assess potential risk. Documentation is clear and concise, with excellent systems to further ensure its effectiveness.

Outstanding arrangements are in place for exchanging information with parents to ensure each child's individual welfare needs are known and fully met. Staff value, respect and encourage parental involvement and often extends this to other members of the family such as grandparents. Staff gather all relevant information about individual children, for example, a child's personality and some meaningful aspects of their life such as siblings and significant adults. This attention to detail supports staff in helping children settle and make effective and meaningful links to their home life. Parents and carers are further involved through regular newsletters, parents evenings and questionnaires. These are thoroughly evaluated and then along with staff input, management devise action plans as to how they are to address parents wishes in the most effective way. As a result, menus were updated and a suggestion box was placed in the entrance way.

The setting has established strong partnerships with each of their settings and hold regular transition meetings to ensure that as children move from room to room or from one building to another, staff are fully informed and prepared for each individual child. This helps to reduce any anxiety they may feel and allows for changes to be made before they move on. Links with local schools and other professionals who are involved with children are fully in place and ensures that children receive continuity in their care and learning. Any identified gaps in their learning are reduced through a consistent approach that meets their individual needs.

Systems for evaluating the strengths and weaknesses of the setting are in place and accurately identify areas for further improvement. Recommendations that were raised at the previous inspection have been addressed to an excellent standard and have significantly improved the outcomes for children. Staff contribute their ideas to the self-assessment, along with parents and carers. A proactive approach to inclusion ensures a strong, motivated and committed team who place each and every child at the centre of their practice. Staff work very closely together and are passionate about the job they do. There are excellent relationships throughout the team and as a result they act as inspiring role models for the children.

## **The quality and standards of the early years provision and outcomes for children**

Children enjoy a very wide and balanced range of activities that fully support their progress towards the early learning goals. All staff have excellent knowledge and understanding of the Early Years Foundation Stage and they ensure that the early learning goals are delivered skilfully, focussing on each child's interests and spontaneous choices. The system for recording what children do and achieve is highly reflective and comprehensive. Planning for all children is organised around their next steps in their individual learning. Management take an active role in overseeing this process but a small number of children's development files are not fully up to date to include the recent evaluations from the planning. Staff consistently carry out purposeful observations which reflect each child's style of learning and their personality. Children's achievement records are concise and staff clearly spend time ensuring that these are a professional and accurate account of each child's needs. All children are fully included in the setting and staff value children as individuals and show great respect by ensuring equality and meeting their diverse needs. This is a significant strength in the setting and is a main contributor to the excellent progress that children make. Children reflect the inclusive attitude of the staff and are extremely friendly and welcoming to each other and to visitors to the setting. Staff provide excellent support and this clearly shows their knowledge about each child, for example, which child needs time to consolidate an area of learning and which child is ready for further challenge.

Children enjoy a safe, stimulating environment and arrive at the setting eager to play with their friends. They settle quickly and happily, raising their arms to their favourite key person, seeking a cuddle and the warmth and their close relationship. This allows children to become self-assured and confident to investigate and explore their environment, returning to adults for reassurance. Children feel very secure in the care of the welcoming staff and concentrate intently on self-chosen activities. For example, a group of children work very cooperatively to explore the shredded paper, some sitting on the floor working it through their fingers whilst others stand up throwing it in the air and watching it fall. Staff carefully observe allowing children time to consolidate their learning, then stepping in to promote mathematical language such as high and low. Children have high self-esteem and have clear ideas about how they wish to spend their time. They express themselves confidently and communicate with purpose and clarity. Babies constantly babble and giggle as staff encourage their development, reinforcing key words as they play with the silver foil. They play hide and seek with each other and children scream with delight as they jump out, eagerly wanting to hide again.

All areas of learning are purposefully organised through areas that are very well resourced and set out attractively to encourage children to use them. The print rich environment exposes children to many examples of mark making, number recognition and shapes, along with opportunities for older children to recognise their names. Children make very good use of books and writing materials and they listen attentively while stories are told to them and they thoroughly enjoy singing and music. Babies show a natural curiosity to problem solving at a simple level and

are able to clearly demonstrate their thought process. For example, they take great joy in repeatedly emptying boxes and then refilling them, stopping to see what they have and what goes in next. Further activities such as dressing up and role play consolidate children's growing knowledge about different cultures, costumes, food, ways of life and the different jobs that people do.

Children's understanding about developing a healthy lifestyle is highly promoted because they are cared for in a very clean, well-maintained premises and they follow meticulous personal hygiene practices to prevent the risk of infection. They all either wash their hands or have their hands wiped on a regular basis and enjoy an excellent variety of healthy snacks. Children with particular dietary needs receive excellent support with vegetarian options introduced on the menu. Staff are all trained in first aid and take significant steps to care for sick children and manage minor accidents appropriately. The setting has the luxury of a qualified nurse in the baby room, with all staff following excellent procedures for administering and recording all medication.

Children learn about safety because measures are highly effective and resources are age-appropriate and in excellent condition. Toddlers contribute to the care and safety of their resources by helping to tidy away at the end of play, whilst babies are involved in everyday routines such as cleaning the ball pool. Staff create a fun game as the babies excitedly thrown them back in after they have been washed. Their understanding of safety is further developed by participating in regular fire drills. Behaviour is exemplary and as a result, even young children learn to become responsible and contribute positively to the needs of a group. They develop a strong sense of belonging and establish firm friendships through their cooperative and caring interaction. A strong commitment to involving parents further supports children's ability to develop a sense of belonging as they add comments to their child's 'proud cloud' which is hung in each of the rooms. Opportunities such as these allows staff to maximise children's learning potential.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met