



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 146737

DfES Number: 546156

INSPECTION DETAILS

Inspection Date 12/01/2005
Inspector Name Susan Tuffnell

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Smartys Day Nursery
Setting Address Old Community Centre
Burford Way
Hitchin
Hertfordshire
SG5 2UZ

REGISTERED PROVIDER DETAILS

Name The Committee of Smartys Day Nursery 269193

ORGANISATION DETAILS

Name Smartys Day Nursery
Address Old Community Centre
Burford Way
Hitchin
Hertfordshire
SG5 2UZ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Smartys Day Nursery opened in 1993. It operates from The Old Community Centre in Hitchin. The nursery serves the local area.

There are currently 37 children from 0 to 5 years on roll. This includes 2 funded 3 year olds and 4 funded 4 year olds. Children attend for a variety of sessions. The setting currently does not support any children with special needs and no children attend who speak English as an additional language.

The nursery opens 5 days a week all year round. Sessions are from 08:00 until 18:00.

Ten part time/full time staff work with the children. All of the staff have early years qualifications to NVQ level 2 or 3 with the exception of 1 member of staff who is currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

The nursery achieved the Investors in People Quality Assurance mark this year and are renewing the Herts. Quality Standards Award given 3 years ago.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Smartys Day Nursery is of high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff have a sound knowledge and understanding of the early learning goals and are well qualified and experienced. A wide inclusive curriculum is planned with varied teaching methods to help children learn effectively.

Planning is linked to the stepping stones, resources and staff deployment, however, learning intentions are not clearly shown. Assessments show children's progress with good evaluations of activities. Children move on to the next stage of learning through clear observations of their achievements.

Staff work directly with children most of the time and are fully involved in supporting children in all aspects of their education.

The leadership and management is very good. The group is led by a strong management team that consists of a manager, officer in charge and deputy. There is continued support from a teacher from the Early Years and Development Partnership. This has a positive effect on children's progress and staff morale. There is excellent support given to staff through regular staff meetings, supervision and appraisal. Staff are encouraged to seek out relevant training opportunities, express ideas and exchange and share information. The setting is monitored for quality both in the provision and in staff care.

The partnership with parents is very good. Extensive information both written and verbal is given to parents. The nursery ensures that parents are welcomed and positive relationships are fostered. Parental involvement is encouraged by staff through regular social events and fund raising. Children's yearly reports, 6 monthly reviews and parents evenings are valued.

What is being done well?

- Children have a developing awareness of their own needs and the needs of others. They enjoy being "helper of the day" and carry out a range of tasks independently such as collecting the registers, helping at snack time and counting children in line. They also display care and affection for younger children, for example fetching tissues and helping on the computer "that's tricky, I'll show you".
- Children are able to express their thoughts, ideas and feelings. Children playing with the playground construction began a game with animal figures marching them along the floor, "stomp, stomp, stomp" said the child with the elephant, "gallop, gallop, gallop" said the teacher with the horse, "clippy clop,

clipity clop", said the children. Children enjoyed this and continued answering the teacher in sequence.

- Children remember and talk about significant personal events, places and people. A child using the wooden bricks said "I've got two doors", she pointed to one door "It's J's house", she pointed to the other door "that's my house", the teacher asked "are you neighbours?" and the child replied "yes".

What needs to be improved?
● ensure that planning includes clear learning intentions

What has improved since the last inspection?
n/a

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, excited and motivated to learn. They are confident to try new activities, concentrate and persevere at tasks. Children have a developing awareness of their own needs and the needs of others. They form positive relationships with staff and are progressing well with group interaction and forming friendships. They respond to experiences using a range of feelings and have a good understanding of what is right and wrong and why. Children are able to work independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact with others, speak clearly and take turns in conversation. They enjoy listening to and using spoken and written language and use it frequently in play and learning. Children are able to express their thoughts, ideas and feelings. They explore sounds and letters, show an understanding of story lines and enjoy books. Children have emerging writing skills, recognise some letters and ascribe meaning to marks.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are developing mathematical ideas and methods to solve practical problems. They say and use number names in play and show a good awareness of addition and subtraction. Children talk about, recognise and recreate simple patterns and shape. They are beginning to sequence and compare objects using colour and shape and are able to describe size and quantity in some activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate using the senses. They are curious and interested in some features of the natural world, living things and the local environment that they observe, find out and identify. Children build and construct using a range of resources and tools to shape, assemble and join materials. They have a good sense of time and place, can remember and talk about significant personal events.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have many opportunities to develop physical skills and body control. They show a developing awareness of their bodies, move with confidence and imagination and practise control and coordination. They use a range of large and small equipment and handle small tools and equipment confidently and safely. Children recognise changes to their bodies when active and are able to meet their personal needs appropriately.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children explore media and materials using imagination and creativity. They express and represent their feelings and ideas in colour, texture, shape and form. Children use imagination and design in creative work using a range of materials and through topic and themed subjects. They enjoy music, dance, role play and stories and respond to experiences with enthusiasm and personal satisfaction.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- there are no key issues but consideration needs to be given to the following
- ensure planning clearly identifies the learning intentions.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.