

Smithfield House Children's Nursery

14 West Smithfield, LONDON, EC1A 9HY

Inspection date	03/12/2014
Previous inspection date	13/01/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Strong partnership between staff and parents means that children settle well, and their individual needs are met.
- Staff provide a good range of learning experiences and resources, which help children to progress and achieve.
- Staff have established close, affectionate and caring relationships with children. Therefore, children are happy and eager to attend the nursery.
- A strong management team support staff well to effectively develop their professional practice. This means children are offered good care and education, and progress well in their learning.

It is not yet outstanding because

- Staff do not always organise story sessions to engage younger children.
- Staff miss opportunities to offer smaller children age-appropriate resources, during art activities.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector examined a range records for both children and staff.
- The inspector undertook a joint observation with the manager.
- The inspector carried out discussions with the manager and staff team throughout the inspection.
- The inspector spoke to a number of parents during the inspection.

Inspector

Caroline Preston

Full report

Information about the setting

Smithfield House Children's Nursery registered in 2011. It is one of two privately owned nurseries and operates from the ground floor of a building in the City of London, close to Smithfield Market. Children have the use of three large play rooms and an extra room designated for physical activity. There is no outdoor play area, however, the local facilities are used for outdoor play. The nursery is open every weekday, from 7am until 7pm, for 51 weeks of the year. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 58 children on roll. There are fifteen members of staff, of these fourteen hold early years qualifications to at least level 2. The nursery supports children who have special educational needs and/or disabilities and children who are learning to speak English as an additional language.

What the setting needs to do to improve further

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

- review the organisation of story sessions for younger children to fully engage their attention
- improve the use of art resources, particularly for younger children; by taking into account their current age and ability.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff provide children with a good range of learning experiences to meet their developmental needs effectively. As a result, children progress and achieve, and are challenged in their learning. Staff undertake on-entry observations and assessments of all children when they start at the nursery. This means staff identify and close any gaps in development earlier on, and ensure all children receive equal opportunities to learn. Staff take young babies out into the local area to extend their learning experiences, for example, so that they can enjoy viewing large and small boats, from the bridge. This helps babies begin to make sense of the world around them and develop their interests.

Staff provide small children with challenging arts and crafts activities to develop their small hand-to-eye coordination. For example, babies enjoy holding and feeling different materials, for example, glue sticks and glitter to express their creativity. Staff further provide opportunities for them to learn to make marks, developing their early writing skills. However, staff offer young babies glue sticks, which are too small for them to grip

securely. Therefore, staff miss some opportunities at times, to help smaller babies to be creative and express their ideas. Nevertheless, staff offer small babies effective activities to help them develop their larger physical skills. For example, children climb, balance and coordinate their own movements independently. They play on the small slide, with balls in the ball pond, and begin to climb steps. Therefore, staff motivate children to try things for themselves.

Staff provide musical instruments for babies and programmable toys, which they have to learn to turn on and off. This allows them to speculate and test ideas through trial and error. Staff provide pre-school children interesting activities to develop their knowledge of different textures. For example, children enjoy making snow balls as they work in small groups. This means staff help children to socialise, share and take turns. Staff encourage children to count how many resources they needs in order that they can take part in the activity Staff further provide puzzles for children, who enjoy putting the pieces together. As a result, children learn about shape, size and sequencing, all of which are early mathematical skills. This helps prepare children for their next steps in learning. Staff read to children and they provide good models of language, by developing children's language skills. However, because of the organisation of some groups, children become distracted and do not fully concentrate.

The contribution of the early years provision to the well-being of children

Staff have established caring, warm, affectionate relationships with the children who attend the nursery. This promotes small babies and young children's physical and emotional well-being. Staff are good role models because they are respectful of the children and act professionally with each other and parents. Staff teach children about behaviour rules; they talk and discuss the consequences of negative behaviour. This means children understand the importance of having manners and treating each other with kindness. Staff also praise and encourage children and offer reward stickers, during potty training. Staff teach children about road safety and using the toys safely and undertake fire drills with children. Therefore, children learn to keep themselves safe and know how to follow evacuation procedures.

Staff offer children a healthy and nutritious food. They change menus regularly and share this with parents. Staff encourage young children to develop their self-help skills. For example, they independently serve themselves and clear away their plates. Staff offer children daily outdoor play opportunities, so they begin to understand about healthy lifestyles. Staff promote children's awareness of good hygiene practices. They teach children about hand washing before and after meals, and after using the toilet. Staff provide both children and parents' with hand sanitisers to use before entering the playrooms, therefore, minimising any risk of germs.

The nursery is well resourced and staff provide toys that are interesting and challenging, and mostly age and stage appropriate. This helps all children to prepare for their next stage of learning. Staff talk to children about moving onto to school. This helps them to have an awareness of school. Staff provide reports to the schools children will attend

about children's development. Therefore, this helps the schools to understand each child's needs.

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

Strong leadership by the nursery provider means that children progress well to their next stage of learning. The management team effectively monitors the educational programme to close any gaps in children's learning, as well as improve staff practice. Therefore, staff undertake regular supervisions and training each year. Management reward staff with certificates of achievements for good practice, training and attendance. This helps to boost staff morale and builds good relationships with the management team. This further improves practice and positive outcomes for children.

The provider understands her responsibilities in meeting the safeguarding and welfare requirements and the learning and development requirements. All staff have a secure understanding of safeguarding procedures, in order to identify concerns and report these appropriately. Management ensure staff always deploy themselves effectively and maintain the required ratios at all times. Staff complete all medication records robustly including seeking parental consent. Staff carry out daily risk assessments for inside and when taking children out on trips. All of which safeguards children's welfare effectively.

Staff have established good working relationships with parents. They provide them with regular good quality updates about their child's progress via computer technology. Staff offer parental questionnaires and newsletters of relevant information. Staff have recently provided parents with an opportunity to create a parents' forum, which is showing success. This allows parents to be more involved with the nursery and have effective parental feedback. Staff invite parents to be part of their child's learning. For example, by offering them information about topics and learning, which they can carry out at home. They also offer learning bags for parents to take home, which give examples of play activities using everyday resources.

The provider and staff evaluate the service well to identify areas for development; as a result, all actions from the last inspection have been met. These improvements have further developed the quality of care and education children received. For example, records of children's achievements have developed from paper based to electronic availability. Resources have been improved to help children learn better, and records of medication are now clearer and robustly implemented. Staff work well with external agencies, so that all children's needs are met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY425982
Local authority	City of London
Inspection number	962919
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	100
Number of children on roll	58
Name of provider	Smithfield House Children's Nursery Ltd
Date of previous inspection	13/01/2014
Telephone number	020 7236 1000

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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