

# Inspection of Smart Kids Day Nursery

113-115 Asylum Road, London SE15 2LB

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Inspection date: 11 October 2023

**Overall effectiveness** **Good**

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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 to attend. Those who need support to separate from their parents receive appropriate support from attentive and caring staff. Babies very quickly settle into new routines. They make strong attachments to their key persons, who build warm relationships with them from the start. Children practise important skills, such as how to express and manage their emotions.

Some staff share traditional songs from their own cultures with children. Toddlers show high levels of enjoyment during weekly music sessions. They move their bodies rhythmically to songs from around the world. Staff provide babies with frequent sensory opportunities. Babies babble and make sounds as they play. They develop their curiosity as they explore different smells and textures. Staff plan activities that help children to develop their early literacy. Children enjoy stories and make marks on wipe boards and paper with increasing control.

Children become independent and confident learners who are proud of their achievements. Staff help them to practise and develop the skills that they need for successful future learning.

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

- The recently appointed manager monitors the service effectively. She implements changes that contribute well to children's good development. For example, 'talking tents' help children who are less confident to increase their interactions with others.
- The manager builds on the strengths within her team. She provides staff with regular supervision and supports them to develop their professional practice. For example, the manager organises training to further enhance staff's understanding of how to involve parents in children's learning at home. Her focus on parental engagement in learning contributes well to positive outcomes for children.
- The manager shares her curriculum aims with staff, who plan learning experiences that take account of children's interests. They further extend children's learning by using core books that children become more familiar with over time. This shared understanding of the curriculum approach helps staff to provide a good quality of education.
- Staff provide well-sequenced learning opportunities for children. Younger children strengthen their small hand muscles as they use scoops to grab fish from water or squeeze pipettes to water plants. Older children build dexterity as they help to cut fruits for snack. This helps to prepare them for later writing.
- Enthusiastic staff read to toddlers while dressed up as book characters. Children who are more active learners benefit from 'Wake up, shake up' physical activity

sessions before more focused learning begins. Very occasionally, some staff do not adapt their teaching sufficiently well to engage children, including those who are less confident. There are sometimes few alternatives offered when children lose interest.

- Children behave well. Staff encourage them to speak about and manage their emotions. Children take turns, share resources and are eager to help others. Staff demonstrate respectful interactions with children. This supports children to acquire positive social skills.
- Staff complete home visits before children start attending. This helps children to develop positive attachments with them from the start. Although key persons know children well, they do not yet consistently plan activities that reflect children's languages and backgrounds. Nonetheless, children have opportunities to learn about some important cultural and religious events, such as Diwali and the Lunar New Year.
- Staff speak with children about the benefits of fruit as they eat snack. They help children to understand and manage risks as they play outdoors. Children use and dispose of tissues at the 'snuffle station'. They show that they understand how to look after their own physical needs.
- Senior leaders are responsive to the needs of parents. They work sensitively with parents, share nursery policies and provide health information and advice. Parents are now encouraged to come into the nursery and attend social events. Parents said that they are happy with the service. They value the regular information that they receive about their child's experiences.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff update their safeguarding knowledge. Staff are aware of the whistle-blowing policy and know how to escalate any safeguarding concerns. The manager knows the procedure to follow if allegations are made against a member of staff. Staff are alert to risks to children, including exposure to extreme views, domestic abuse or the unsafe use of technology. The manager monitors staff's daily safety checks effectively to make sure that the premises are safe for children. Staff maintain appropriate records for children's personal care and attendance. They record and share information about children's accidents with parents. Staff implement procedures that help to ensure children's dietary needs are met effectively.

## **What does the setting need to do to improve?**

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

- strengthen existing training and support for staff so that they better understand how to adapt teaching to consistently engage children in learning

- broaden opportunities for children to recognise and value their home languages and backgrounds and to understand what makes them unique.

## Setting details

<b>Unique reference number</b>	EY477859
<b>Local authority</b>	Southwark
<b>Inspection number</b>	10310563
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Smart Kids Day Nursery Ltd
<b>Registered person unique reference number</b>	RP908932
<b>Telephone number</b>	0207 732 6160
<b>Date of previous inspection</b>	30 January 2019

## Information about this early years setting

Smart Kids Day Nursery registered in 2014. It is situated in Peckham, in the London Borough of Southwark. The nursery is open each weekday, from 7.30am to 6pm, all year round. There are eight members of staff. Of these, the manager holds a childcare qualification at level 4, five staff members hold a qualification at level 3 and one holds a qualification at level 2. The provider receives funding for the early education of children aged two, three and four years.

## Information about this inspection

### Inspector

Kareen Jacobs

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff and parents at appropriate times during the inspection and took account of their views.
- 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 carried out a joint observation of a group activity with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.

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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