

Smithfield House Children's Nursery

14 West Smithfield, LONDON, EC1A 9HY



Inspection date

20 July 2017

Previous inspection date

3 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders are passionate about the service they provide. They regularly reflect upon the quality of practice, seeking the views of parents, staff and children. Plans for improvement are well targeted, and help to improve outcomes for children.
- Staff are well supervised and committed to ongoing professional development. They access a wide range of opportunities to build on their skills and knowledge. For example, they have made good use of training to develop activities that promote children's physical skills.
- Staff get to know children and their families well, building close and trusting bonds. Children demonstrate highly positive relationships with their key persons and other staff. For instance, babies snuggle up for a story and older children enjoy shared jokes.
- Children have good opportunities to learn about their local community. They enjoy daily outings to the local library, parks and museums.
- Children develop a good range of skills to support their future learning. They become confident communicators and interact positively with staff, their peers and visitors.

It is not yet outstanding because:

- Staff do not always provide clear and consistent guidance for children about boundaries and behavioural expectations.
- On occasion, some adult-led activities do not fully challenge toddlers and older children, to extend all children's learning as well as possible.

What the setting needs to do to improve further

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

- provide children with clear and consistent explanations about rules and boundaries, to help them understand what is expected of them and begin to manage their own behaviour
- strengthen the planning and delivery of adult-led activities for older children and toddlers, to ensure that they consistently broaden children's understanding and build rapidly on what they already know.

Inspection activities

- The inspector observed a range of indoor activities, and assessed the quality of teaching and its impact on children's learning.
- The inspector had a meeting with the provider and manager. She explored the views of staff and children at intervals during the inspection.
- The inspector had discussions with parents and considered their views, alongside samples of parents' written feedback.
- The inspector looked at a sample of documentation, including policies and procedures, staff suitability checks and children's learning records.
- The inspector carried out a joint observation with the manager.

Inspector

Sarah Crawford

Inspection findings

Effectiveness of the leadership and management is good

Managers and staff recognise the importance of strong partnerships with parents. They use a range of innovative and effective ideas to include parents in their children's learning. For example, parents and children borrow activity bags, which provide ideas and resources for enjoyable learning opportunities at home. These include building dens or creating a musical band. Safeguarding is effective. Staff have a secure understanding of how to report any concerns through the appropriate channels. Robust risk assessments, and health and safety procedures, ensure that the resources and environment are safe and suitable for children.

Quality of teaching, learning and assessment is good

Staff work in partnership with parents to establish starting points for children's learning. They accurately summarise children's achievements and regularly report these to parents. This helps them to identify how children are progressing and what they need to learn next. They listen to and value children's ideas, using these as spontaneous learning opportunities. For example, staff noticed toddlers' curiosity as they cut up collage materials. Staff successfully used their interest to introduce them to scissors and begin to develop their cutting skills. Staff help children to learn about and respect different people in our society, and to value the roles that they play. For instance, they have developed links with the local police and encourage children to be polite to staff in shops and parks that they visit.

Personal development, behaviour and welfare are good

Children become increasingly independent as they begin to manage their own personal care. For instance, even the youngest children learn to brush their teeth after meals. Older children help to set the table before lunch and competently put on their coats and shoes before going outdoors. Staff encourage children talk about their emotions and raise their awareness of the feelings of others, which helps them to build positive relationships. Staff give children lots of praise and value their contributions, boosting their confidence and self-esteem. Children generally behave well and they develop positive attitudes to healthy lifestyles. For example, they learn to make healthy choices as they enjoy nutritious meals and snacks. Older children enthusiastically discuss their favourite fruits and vegetables, and encourage their friends to try these.

Outcomes for children are good

Children, including those who have special educational needs and/or disabilities and those receiving free early education, make good progress from their starting points. They are well prepared for the next stages in their development, including starting school. For example, older children become secure in their understanding of numbers. They learn to count accurately and link numerals to the quantity that they represent. Babies use their senses as they explore the environment and develop their understanding of the world. They are excited to share their discoveries, such as the sounds they can create by shaking bottles filled with rice or pasta.

Setting details

Unique reference number	EY425982
Local authority	City of London
Inspection number	1071388
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	100
Number of children on roll	52
Name of registered person	Smithfield House Children's Nursery Ltd
Registered person unique reference number	RP530561
Date of previous inspection	3 December 2014
Telephone number	020 7236 1000

Smithfield House Children's Nursery registered in 2011. It is situated in the City of London. The nursery is open every weekday from 8am until 6pm, for 51 weeks of the year. The nursery provides free early education for children aged two, three and four years. The nursery employs 16 members of staff. Of these, 14 hold a relevant childcare qualification, two hold qualified teacher status and the others are qualified from levels 2 to 6.

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