

Inspection of Smart Tots Day Nursery

25 Horse Fair, BANBURY, Oxfordshire OX16 0AE

Inspection date: 11 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are well looked after and feel safe and secure in nursery. They form close bonds with the staff who care for them. Children arrive happy and eager to get involved in the range of exciting activities that staff plan for them. They separate from their parents with ease. They are confident and demonstrate a sense of belonging. Babies snuggle with staff as they look at books. Toddlers enjoy singing and clap rhythms, copying staff and making music with their friends. Older children work together to make magical potions. They take turns to gather water to add to their mixtures and kindly offer some to their friends.

Children benefit from plenty of time outdoors in the fresh air and develop good physical skills in relation to their age. They ride around on tricycles as they act out going on superhero missions. They become immersed in their imaginary play as they pretend that the balls are pet cats that they must rescue together. They develop their skills in problem-solving and teamwork. Children laugh and smile as they crawl through tunnels and practise taking turns to roll a ball to one another. They are polite and think of others as they ask each other how they are feeling and talk about their emotions.

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

- Staff encourage children to develop a love for reading. They share books with children and discuss the pictures. Children sit and listen to stories in groups. They concentrate and focus as they independently sit and relax while looking through books.
- Staff promote children's independence throughout the day. For instance, babies learn to recognise their own water bottles. Toddlers put on their own shoes. Pre-school-aged children practise the tricky task of doing up their zips on their own coats. They feel great pride when they manage to achieve this.
- Staff support babies to develop their speech and say new words. For example, babies point to photographs of vehicles. They attempt to name them as staff repeat their words and extend their vocabulary. Staff talk about the types of vehicles and talk to children about the different tracks and roads they go on. They allow babies to hear a rich and varied vocabulary in order to enhance their communication skills.
- The manager has created a curriculum based on the key skills and knowledge children need for each stage of their development. Staff find out about children's interests in order to plan enjoyable experiences. However, staff occasionally try to engage children in activities that do not match their stage of development. For example, when toddlers are encouraged to sit for a group time with the pre-school children, they quickly lose their concentration and interest.
- Staff are nurturing and supportive in helping children settle in to the nursery and

make smooth transitions. They demonstrate this as they share information with parents daily to keep them updated on their child's experiences and the progress they are making.

- Leaders work in partnership with external agencies to best support the needs of children. They recognise when children have emerging needs and might need additional support. Children with special educational needs and/or disabilities (SEND) and children who speak English as an additional language are supported to achieve the best possible outcomes.
- Staff teach children about healthy food, and they sit with children as they eat their lunch. Children enjoy discussing the healthy choices they make and naming the different types of vegetables that are good for them.
- Staff are skilled at communicating effectively with children. They hold conversations and join in with their play. However, at times, such as during self-chosen play, staff focus on supporting one or two children at a time and do not always ensure that all children are involved and engaged in meaningful learning.
- The manager evaluates and works hard to find ways to make improvements to all aspects of the setting. She considers ways to reduce the time that staff spend doing paperwork in order that they can spend more time with the children. She identifies areas that can be improved and takes great care to ensure she is enhancing the quality of education and care that children receive.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that all staff understand how to keep children safe. Staff follow health and safety procedures diligently. They risk assess the nursery to ensure that hazards are minimised and have a clear understanding of fire evacuation procedures. Staff follow hygiene routines with great care and teach children the importance of handwashing to reduce the spread of infection, particularly since the COVID-19 pandemic. Staff know what to do if they are concerned about the welfare of a child. They understand the reporting procedures they must follow, including what to do if they were concerned about the conduct of a staff member.

What does the setting need to do to improve?

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

- encourage staff to review the organisation of activities so that they are appropriate to the age and stage of development of the children participating
- support staff to encourage all children to get involved and engaged in meaningful learning, especially during times when they have free choice of activities.

Setting details

Unique reference number	EY375472
Local authority	Oxfordshire
Inspection number	10228466
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	80
Number of children on roll	82
Name of registered person	Complete Childcare Limited
Registered person unique reference number	RP900874
Telephone number	01295 259393
Date of previous inspection	23 November 2016

Information about this early years setting

Smart Tots Day Nursery registered in 2008. It is located in Banbury, Oxfordshire. The nursery is open from 7.30am until 6pm each weekday. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery employs 19 staff to work directly with the children. The manager and one other member of staff hold early years degrees at level 6 and seven members of staff hold relevant childcare qualifications.

Information about this inspection

Inspector

Alice M Roberts

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 manager and the inspector took part in a learning walk of the nursery. They discussed the early years curriculum.
- Parents shared their views of the nursery with the inspector.
- The inspector held a leadership and management meeting with the manager and the company operations manager.
- The inspector reviewed relevant documentation.
- The manager and the inspector took part in joint observations and evaluated the quality of teaching.
- The inspector observed children and spoke to staff at appropriate times throughout the day.

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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