



Smallworld

Inspection report for early years provision

Unique Reference Number	EY226107
Inspection date	02 February 2007
Inspector	Sylvia Cornock
Setting Address	Sandiway Primary School, Norley Road, Sandiway, Northwich, Cheshire, CW8 2JX
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Registered person	Sharon Walton
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Smallworld Pre-school and Out Of School Club is one of seven registered facilities run by Smallworld Pre-school and Link Clubs Limited. The pre-school opened in 2003 and the out of school club in 2006. It operates from a modular building in the grounds of Sandiway Primary School, Northwich. A maximum of 56 children aged from two years to under eight years may attend the provision at any one time. The pre-school is open each weekday from 09.15 to 14.45 term time only, and the out of school club from 08.00 to 09.00 and 15.00 to 18.00 term time and 08.00 to 18.00 school holidays. All children have access to a secure outdoor play area.

There are currently 113 children aged from two to eight years on roll. Of these 28 children receive funding for nursery education. The pre-school currently supports children with additional needs and disabilities. There are no children who speak English as an additional language.

The pre-school and out of school club employs 15 members of staff who work directly with the children. 10 of the staff, including the manager, hold appropriate early years qualifications. One member of staff is currently working towards a qualification.

The setting receives support from a local authority teacher and they have strong links with the school.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children thrive because staff follow good, effective procedures and practices which meet the children's physical, nutritional and health needs. The good adult support and guidance helps children gain a good understanding of hygiene and a desire to become increasingly independent in their personal care. All children are developing a good awareness of simple hygiene procedures, such as hand washing at appropriate times. Children show an awareness of the purpose of hand washing to remove germs before snack, having lunch and after using the toilet. This routine promotes good hygiene procedures. Staff have clearly established routines for cleaning toys, equipment and surfaces.

Most children's physical development is promoted. Children have daily access to exercise to develop their skills and help them learn that playing in the outdoors contributes to a healthy lifestyle. Staff have a good knowledge of the 'Birth to three matters' framework and have introduced this into the daily routines. Their good understanding of each child's stage of development means the youngest children are confident to try out new skills, and show interest in exploring their physical capabilities using the broad variety of equipment provided.

Children are well protected due to good sickness, medication, accident and emergency procedures. Staff are careful to ensure that medicines are appropriately administered so that children's health is protected. Many staff have undertaken training to ensure children with allergies who may need immediate medication are safeguarded. Staff hold up to date first aid qualifications, helping to meet children's needs in the event of an accident or emergency. A clear sickness policy helps protect children from the spread of infection.

Children are well nourished and are developing an awareness of the importance of healthy eating. Children's particular dietary needs and preferences are well catered for. Snacks provided are healthy and nutritious. Children can freely help themselves to drinking water, further promoting their good health and development.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Risks of accidental injury to children are minimised because staff are extremely vigilant and use thorough risk assessments to reduce potential hazards. Staff have a good understanding of how to achieve a balance between freedom and setting safe limits, and how to involve children effectively in organising their environment. This is to allow children to learn some

sense of danger and knowledge about how to protect themselves from harm. Children learn to keep themselves safe through discussion with staff, for example, about the importance of not running indoors, because of the danger of hurting themselves or others.

The rooms are arranged well to provide different areas for play. All children both within the pre-school and the out of school club have access to a good range of clean, safe and well-organised equipment. Toys and equipment are suitable for different ages and abilities, meeting children's individual needs effectively. Children develop independence as they select from the easily accessible equipment.

Good safety procedures are in place to protect children from hazards and dangers. Regular evacuations of the premises are practised, developing children's understanding of the procedure to be followed in an emergency. All staff have some awareness of the procedures to be followed regarding child protection. They all know who is the nominated person with the responsibility for child protection. However, they are not aware of the procedure to follow in the absence of the designated member of staff. They have all received a copy of the policies and procedures, however, these do not include the telephone numbers for the local social services or police. This compromises children's safety and well-being. Staff are clear about their responsibilities to maintain a safe and caring environment for children.

Helping children achieve well and enjoy what they do

The provision is good.

All children arrive happy and enjoy their time in the pre-school and out of school club. Staff establish positive relationships with children, helping them feel settled and secure. Early communication skills are well supported through good adult to child interactions. Children achieve well and benefit from a broad range of activities which promote their all-round development. Children learn to explore and investigate using their senses, as they feel the textures of different materials in art and craft sessions. Staff have introduced the 'Birth to three matters' framework into their planning and practice, to enhance the quality of children's learning.

Children enjoy excellent opportunities for pretend play and activities that involve imaginary experiences with resources readily available. Toys providing stimulation and encouragement significantly extend children's progress and learning. Children and adults share laughter together as they play and experiment with the 'gloop'. Robust planning and record keeping assist staff to track children's progress and to plan for the children's progression.

Pre-school children benefit immensely from the excellent discussions at circle times promoting their good listening and speaking skills. All the children within the pre-school and out of school club are developing friendships with their peers. They approach visitors confidently, showing their ability to communicate and initiate relationships.

Children enjoy the involvement of discovering new experiences under close supervision, as they play in the sand and help make 'gloop'. They talk about what it feels like as staff write their comments on a board helping children to understand words. Children look forward and enjoy the physical activities in the outdoors. They play instruments and engage in musical activities

giving them the opportunity to experience different sounds. They have very good opportunities to paint, draw and use their creative ideas. For example, they make vibrant wall friezes to enhance the environment and are able to revisit their contribution. The children show a great sense of pride in their artwork.

Nursery Education

The quality of teaching and learning is good. Children are making excellent progress towards the early learning goals as competent and highly experienced staff plan interesting activities. All staff use their extensive knowledge and understanding of the children and the Foundation Stage as they organise spontaneous and planned activities, along different themes. Activities are inspiring and very well planned for each day, although they can be changed according to the needs of the individual children, as required. The planning is excellent and well organised and understood by all concerned in the delivery of the activities. Staff ensure that children are central to the process and support them to gain the maximum benefit from their play.

They are confident communicators as they engage in conversations with each other and also with the staff. Children look at books independently during the day and adults support them in doing so. Stories are read to them often and their participation is actively encouraged by using objects to demonstrate the contents of the storyline, significantly enhancing children's understanding and progress.

Children enjoy and are actively involved in a wide and varied range of activities, such as experimenting with puppets as they prepare a show for the audience. They show care and concern for one another, for example, listening intently when individuals are speaking. It is evident when small groups of children play table top games that they are encouraged to share resources and to take turns, as they excitedly wait their turn patiently and show interest in how well the other children are doing.

Children are exceptional and confident when using their mathematical skills and associated language in activities. They skilfully count onwards and backwards, for example, calculating how many children are left at the snack table when some move away. Children confidently identify different shapes including circles, squares and triangles. Children use good mathematical language, such as 'ginormous' when creating circle patterns. Staff encourage children's thinking and reasoning skills by encouraging the children to weigh and measure ingredients as they use equipment, such as scales, spoons and utensils in their baking sessions.

Children participate in themed activities which help them to consider the wider community and the world they live in. Opportunities for the children to become more aware of their local environment are extensive, as they visit the local library and residential care homes for the elderly. This significantly enhances their experiences in the wider community. The children participate in activities which raise money to help others. They greet one another in the morning with 'bon jour' and say their goodbyes in sign language.

The children enjoy many good opportunities to be creative, such as art and craft, music, movement and role play. They have excellent opportunities and access to messy activities. This supports their fine manipulative and creative skills, such as playing in the sand tray. The children

enjoy using their imagination as they create pictures and large friezes for the wall displays. The children express themselves exceedingly well through music and pretend play. They enjoy role play in the home corner and changing it into a supermarket using a notepad for lists.

Younger children's physical skills are provided for with access to wheeled toys and small trampoline. However, older children's large physical skills are not sufficiently promoted, as the opportunities to use climbing and balancing equipment is limited. Children's manipulative skills are very well developed as they use writing materials and build a variety of objects using construction kits with dexterity.

Teaching highly motivates children's learning. Staff are extremely confident and self-assured, they work exceedingly well together. They know each others strengths and where they are to be deployed. This contributes to the vibrant and superb running of the daily routine, inspiring and enhancing all aspects of children's learning. Staff are perceptive to children's interests during self-initiated play and they use questions very successfully to challenge children's thinking and language skills. They use highly effective assessment systems and are rigorous in the observation, monitoring and recording of children's achievements. This information is used to formulate children's profiles, to inform future planning and to identify the next steps for children's learning.

Helping children make a positive contribution

The provision is good.

Children are welcomed and play a full part in the pre-school and out of school club, because staff value and respect their individuality. Children behave well as staff give them plenty of praise and support for their efforts and achievements. Staff act as good role models, showing respect and consideration for children and each other. Staff meet individual needs well with regard to behaviour management, offering a clear and consistent approach which takes into account children's stage of development. Children respond well and as a result show a growing awareness of right and wrong.

All children are included in the activities provided and individual needs are well met. This helps to develop children's confidence and self-esteem. Children gain awareness of their local environment and the diversity of the wider world through a good selection of resources and activities that promote positive images. Children's awareness is well promoted through topic work and celebrating different festivals. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is very good and contributes significantly to children's well-being in the pre-school and out of school club. The settling in policy helps children to be reassured and feel that they belong. Parents' views about their child's needs and interests are actively sought, before the child starts at the setting and on a regular basis throughout their time there. The welcoming entrance area is used well to provide information about events and other relevant information. Staff ensure that all parents know how their children are progressing and developing through regular informal discussion and newsletters. This effective communication between parents and staff helps to promote children's welfare, safety and learning.

Organisation

The organisation is good.

The leadership and management for nursery education is good. Children benefit from the very good leadership and management of the education provision. Staff keep themselves updated through regular access to training and ongoing development being encouraged. Curriculum planning is undertaken jointly by the manager with input from the staff team. They meet to discuss individual children and plan effectively for the needs of all the children, including children with additional needs. The information gained through observing children closely is entered onto each child's development record and this is used by the adults to identify the next steps in the child's learning. Children's development and progress is observed, monitored and recorded well. This enables the needs of all children to be met very effectively. The manager and the staff ensure that parents are very well informed of the activities available.

Staff are guided and supported by management who are an integral part of the service and have 'a hands on approach'. This ensures the consistent high quality of services provided. Children enjoy a wide range of play experiences which are offered across exceptionally well organised play spaces maximising their play and learning opportunities. All legally required documentation which contributes to children's health, safety and well-being is in place, is well maintained and regularly reviewed.

Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last child care inspection the setting was asked to display a larger range of children's work within the setting and consider ways of making equal opportunities a living part of the children's curriculum. The introduction of children's work displayed and the purchasing of resources, festivals and themes which reflect diversity enhance children's environment and learning. They were also asked to ensure individual learning plans are up to date. Staff have devised a system which ensures children's individual learning is recorded weekly and used to plan their next steps of learning. These measures enhance the environment and children's learning.

At the last education inspection the setting was asked to develop practical strategies for the management of behaviour and to consider more carefully the selection of stories so they are appropriate for the children's level of understanding and how children are grouped. The staff have developed a system which groups children according to their stage of development and understanding for stories. This strategy enables children to become interested and behave in appropriate ways. They were also asked to monitor the implementation of the operation plan so areas for improvement are identified and actions taken. The setting has introduced a system which ensures the operation plan is regularly reviewed and any weaknesses identified are addressed. This promotes children's learning and development.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review the policy and procedure on child protection to include the relevant telephone numbers for the local social services and police and ensure all staff are aware of child protection issues and are able to implement the policies and procedures in the absence of the designated member of staff.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide older and more able children with opportunities to develop their climbing and balancing skills.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk