

Small World Day Nursery

Inspection report for early years provision

Unique Reference Number	EY278621
Inspection date	27 November 2007
Inspector	Duncan Gill
Setting Address	Town End Farm, 70 High Street, Hatfield, Doncaster, South Yorkshire, DN7 6RY
Telephone number	01302 844485
E-mail	
Registered person	The Partnership of Mrs D & Mr J Woodhead
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?

Small World Day Nursery is a privately owned day care facility. It opened in 2004 and operates from rooms within converted premises. It is located in the residential area of Hatfield, near Doncaster. A maximum of 62 children from birth to eight years may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 all year around, except for bank holidays. All children share access to a secure, enclosed, outdoor play area.

There are currently 97 children on roll aged from three months to five years. Of these, 18 three year olds and five four year olds receive funding for nursery education. Children attend from the local and wider area. The nursery currently supports children with learning difficulties or disabilities.

The nursery employs 16 staff. Of these 10 staff, including the manager, hold appropriate early years level 3 qualifications and three staff hold a level 2 qualification. Currently seven members of staff are working towards a further qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children begin to develop a very good understanding about the importance of healthy practices through effective staff explanations, activities and monthly topics. They learn to practise good routines of personal hygiene by following well planned daily routines and older children fully understand the reasons behind these. For example, washing their hands to get rid of germs and covering their mouths when coughing. Children are kept safe from the spread of infection as effective hygiene procedures are in place to ensure they are cared for in a very clean and hygienic environment. For example, daily cleaning routines and hygienic nappy changing procedures are fully implemented by all staff. Good routines are in place to ensure children's health is promoted. There are effective arrangements in place for ill children, all staff attend first aid training and young children's individual routines, such as sleep routines are well met.

Children develop a very positive approach to physical exercise and enjoy daily access to outdoor play using a good range of equipment, such as bikes, seesaws, bats and balls. Older children consistently show a good awareness of the effects of exercise on their body. They move with control and confidence, and develop a good awareness of space, avoiding each other and obstacles when moving around the setting. They competently operate equipment in a variety of ways, for example, pushing, pulling, throwing, pedalling and successfully use a range of tools including scissors, pencils, cutlery and stencils.

Children are offered healthy and nutritious meals during the day, such as casseroles, tuna bake and vegetables. Food is cooked fresh daily by staff who have attended food safety training and detailed procedures are followed to ensure food is prepared safely. Older children develop a very good understanding about healthy eating through age-appropriate staff explanations, themes and activities, such as planting vegetables. Young children are offered regular drinks throughout the day and older children can freely access drinks.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm and welcoming environment, which is bright and colourful. It is very clean, well maintained and has good evidence of their play and activity. It is well organised so that children can move around freely and safely to independently select from a good range of well maintained toys, furniture and equipment. Children are very interested in what is available, such as construction and role play. Toys and equipment are stimulating, fun, interesting and provide good age-appropriate challenges.

Risks of accidental injuries to children are minimised through extremely vigilant staff, who fully implement thorough risk assessments on all aspects of the nursery and are aware of dangers to children, for example, helping them up and down steps. Children benefit from a good range of safety measures, for example, socket covers, safety gates and a fully secure outdoor play area. They develop an excellent understanding about safety in the setting, through practising emergency evacuation procedures and age-appropriate staff explanations, such as how to use knives and scissors safely.

Children are well protected from possible abuse or neglect. Staff have attended training and show a good understanding of the signs and symptoms of abuse. They understand the procedure to follow with any concerns to help safeguard the children in their care.

Helping children achieve well and enjoy what they do

The provision is good.

All children enjoy a wide range of interesting activities, which fully involve them and develop their imagination, language, mathematical thinking and creative development. For example, sensory experiences, singing, arts and crafts. Their independence is generally well promoted. Older children pour their own drinks, wash their hands independently after messy play, toileting and eating, and all children move around the setting confidently, freely accessing toys and equipment. However, on occasion children's choice is limited as they are not given enough time to finish activities they enjoy. Children are keen to communicate and build strong relationships with other children. They are very happy at the setting and enjoy their time there. They thrive from strong relationships with staff, who are very interested in the children, asking questions to make them think and responding giving praise and encouragement. Effective procedures are in place to help children settle. Children are confident in their environment and with staff, involving them in their play and giving them cuddles.

Young children's and babies' all round development is well fostered. They develop their self-confidence and early communication skills well through quality interactions with staff who mimic the sounds they make and talk activities through with them. They begin to explore the world around them through a wide range of experiences including music, sensory activities, arts and crafts. Staff are fully aware of individual children's needs, such as recognising the signs of tiredness in young children and follow their routines from home.

Nursery Education

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the Foundation Stage curriculum and use effective questioning to promote children's thinking and imagination. They have attended appropriate training and effectively use this to provide a broad range of experiences to further children's development in all areas. Children make good progress towards the early learning goals as staff implement detailed planning which has clear links to learning outcomes. Good assessment records for each child clearly show children's approach to learning and achievements, although they do not show planning for children's individual next steps in learning. Children's interest in learning is stimulated in a generally well organised room, where resources are attractively set out and effectively used to provide good age-appropriate challenges.

Children have a strong exploratory impulse, they are excited and motivated to learn and show a positive approach to new experiences. They build strong relationships with staff and other children and are keen to share experiences, talking about their family and home life. They successfully develop their independence, putting on coats and aprons and independently toileting and washing hands. Children can successfully differentiate between colours and develop their imaginations well through a range of role play opportunities. They enjoy singing familiar songs and explore the different sounds musical instruments make. Children have good opportunities to explore with their senses through baking, arts and crafts.

Children successfully use size language in their play, for example, 'big' and 'little'. They can competently count to five and beyond and regularly use number language in their play. They

show an interest in number problems and are given good opportunities to practise their calculation skills. Children can correctly identify shapes and show a good awareness of orientation, successfully completing jigsaws. They are confident communicators and clearly talk activities through, reflecting on what is happening. They begin to understand print carries meaning, for example, by recognising their names, however, they do not regularly access the book area to stimulate their interest in reading. They have good opportunities to practise writing for a variety of purposes, such as writing to Father Christmas.

Children begin to develop their information and communication technology skills and confidently operate simple equipment, through regular computer sessions and through role play. They show good interest in the world in which they live, begin to comment and ask questions about the outside world and confidently recall past experiences. They develop their knowledge of the outside world well through planting sunflowers and vegetables and investigate why things happen through activities, such as floating and sinking.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals and are treated with equal concern. Their individual needs are effectively met as staff use detailed registration talks and agreements to find out about children's allergies, special requirements, routines, likes and dislikes. Children develop a positive attitude to others and have good opportunities to learn about the wider world and community through monthly topics, celebrating festivals and being involved in fundraising activities for charity. Effective arrangements are in place to care for children with learning difficulties or disabilities. Staff work effectively with parents and professionals to help children reach their full potential. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Parents build strong and trusting relationships with staff and are kept fully informed about the nursery through detailed information about the setting and their child's development. For example, newsletters, a prospectus, assessment records, notice boards, parents' evenings and detailed daily written feedback for young children. Older children benefit from effective partnerships with parents. Staff encourage parents to be involved in their child's learning, through monthly newsletters with themes and ideas for parents to try at home. Suitable information about the Foundation Stage is given to parents and they have good opportunities to discuss their child's development with staff daily or at a yearly parents' evening.

Children behave very well. They take turns, learn to share toys and consistently show consideration for others. They begin to understand right and wrong from consistent boundaries set by staff, who fully implement an effective behaviour policy. Staff provide age-appropriate explanations to help children understand the consequences of their actions and the reasons behind behaviour boundaries. Good behaviour is well valued and children receive lots of praise and encouragement throughout the day to help build their self-esteem.

Organisation

The organisation is good.

The setting is well organised and rooms are laid out to maximise play opportunities for children. Staff regularly attend and update training and have a good knowledge of childcare and education which they use to provide stimulating opportunities for all ages. Children benefit as staff are committed to developing their skills and have attended training, such as child protection, first

aid and food hygiene. Staff are extremely well deployed and work well as a team, consistently interacting with children to give them effective support and encouragement, which helps them feel secure and confident. Detailed documentation is in place, regularly reviewed and fully implemented by staff, to help keep children safe and healthy. Children benefit from a well structured day with clear and effective routines to ensure they enjoy their time at the nursery.

Leadership and management is good. Staff have attended training and have a clear understanding of the Foundation Stage curriculum to help children develop well in all areas. They use quality planning to provide a broad range of activities, with clear learning intentions for children. Effective induction arrangements help staff fully understand their roles and responsibilities and ensure children benefit from their time at the nursery. Effective review and appraisal systems help staff identify their training needs and their professional development has a positive impact on the children. Observations and assessment records are used well to show what children know and can do, although these do not show planning for children's individual next steps in learning. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the setting was asked to improve risk assessments and the recording of accidents and children's attendance. This has been completed. Registers now show the times of children's arrival and departure, accidents are recorded appropriately and detailed risk assessments are in place to help keep children safe. The setting was also asked to develop the range of activities to promote equality of opportunity and anti-discriminatory practice. Children now develop their knowledge of the wider world through themes, activities and a range of equipment to show positive images of culture, ethnicity, gender and disability.

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.

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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):

- ensure all activities are organised to promote children's choice in continuing activities they enjoy.

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):

- develop children's assessment records to plan for their individual next steps in learning
- develop the book area to stimulate children's interest in reading.

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