

Small World Nurseries Limited

Inspection report for early years provision

Unique Reference Number	503594
Inspection date	01 October 2007
Inspector	Gillian Patricia Bishop
Setting Address	Tudor House, Manchester Road, Castleton, Rochdale, Lancashire, OL11 3AD
Telephone number	01706 861 103
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Registered person	Small World Nursery Ltd
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 Nurseries Ltd is managed by a private organisation which has been registered as a limited company since 2001. The nursery operates from a large converted, detached house in the Castleton area of Rochdale. Younger children are located on the ground floor and pre-school children are based on the first floor. A self contained baby unit which provides care for children under two years is situated to the rear of the main property. An out of school facility operates from a porta-cabin. A transport service is provided for children attending on a before and after school basis. The nursery take and collect children from a number of local schools.

The nursery is registered to care for a maximum of 94 children at any time including 16 before and after school children. The nursery is open weekdays from 07.00 to 19.00, 51 weeks of the year. All children have access to a secure outdoor play area. There are currently 90 children aged from birth to eight years on roll, of whom, 21 children receive funding for nursery education. The nursery currently supports children with learning difficulties and children who speak English as an additional language.

The nursery employs 14 full time staff and nine part time staff, of these, 10 are qualified to level three or above. There are four members of staff that are qualified to level two. In addition, a number of staff are undertaking additional training. The pre-school group is managed by a member of staff who holds Early Years Professional Status. A cook and cleaning staff are also employed. The setting receives regular support from the local early years and curriculum teams. The nursery achieved the Rochdale Children Deserve Quality Award and Investors in People Award in 2006. The quality award has been re-accredited following a quality audit in August 2007.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is well promoted due to the effective policies and procedures within the nursery. This ensures staff receive appropriate training in relation to first aid and food preparation. Relevant documents are kept to record accidents and medication and a clear procedure is followed in the event of a child becoming poorly. Parents are well versed with the settings policy for poorly children which ensures they value the necessity to exclude children with infectious illnesses. Children and staff adhere to good hygiene practices within the setting. Good nappy changing arrangements exist and tables used for meals are appropriately cleaned before food is served. Children develop a secure understanding about personal hygiene because hand washing is encouraged from an early point. For example, toddlers wash their hands alongside staff after nappy changes.

Children develop a positive approach to healthy living because staff talk to them about which foods are good for them. They are provided with healthy snacks and meals which are generally well balanced and nutritious. The nursery ensures appropriate consideration is given to children's individual dietary needs and parental wishes when menus are planned. Meal times are calm and well organised which ensures children enjoy their food. Feeding arrangements for babies take account of routines already established at home, which ensures they eat and sleep according to their particular needs. Children have access to fresh drinking water throughout the day which ensures they keep themselves hydrated. The setting have recently enrolled for the Golden Grin Award. This is supported by opportunities for children to learn about dental care and healthy living.

Children benefit from daily opportunities to play outdoors in the fresh air. Babies and toddlers have access to their own outdoor play area, which is consistently available throughout the day. The indoor environment is equally effective for babies as they have equipment which encourages them to crawl, stretch and take their first tentative steps. For example, a toddler crawled to a small partition and attempted to pull herself to a free standing position. Older children climb, run and they play throw and catch, which helps to promote their co-ordination skills. They enjoy music, movement and ring games which encourages their bodies to respond to the rhythm and beat of the music.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Babies and toddlers are cared for in a bright and welcoming purpose built environment. The large playroom provides young children with safe and comfortable areas to play and sleep. Play space is generally well organised within most areas of the nursery to provide children with free

access to toys and equipment. Children share a variety of outdoor play space, including the occasional use of the car park. Gates and car traffic are appropriately monitored when these activities occur. The premises are secure and visitors records are kept for individual buildings.

Children are appropriately supervised, although older children use the bathroom freely and independently. Children know where to hang their belongings and they are familiar with areas such as the kitchen, where access is restricted. Children are protected by regular fire drills and when travelling in the settings mini bus due to appropriate vehicle checks. A comprehensive risk assessment procedure has been established and staff are made aware of the necessity to report potential hazards. However, safety checks are not conducted frequently enough to address some new and existing risks.

Children are encouraged to take some responsibility for their own safety. For example, they learn about road safety and they receive consistent reminders about the dangers of climbing on unsuitable furniture. However, there are safety implications for a small number of children who settle to sleep with feeding bottles. Children's welfare is well protected by clear safeguarding procedures which staff are well informed about. All staff submit to a formal vetting procedure and there is a designated child protection officer within the setting. Staff have relevant guidance materials to refer to if required, and they demonstrate a secure understanding of reporting procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children receive a warm and friendly welcome from staff which helps them to feel happy and secure. Babies and toddlers receive sensitive support from familiar staff which helps them to develop in confidence and enjoy their activities. Parents are consulted about routines for babies which ensures they reflect their wishes and those established at home. Young children show a keen interest in what is happening around them by their willingness to explore and participate. For example, young children thoroughly enjoy playing with custard powder and water because they are stimulated by the smell, texture and, with the most inquisitive, the taste.

Children in Buzzy Bee's room enjoy a variety of activities, such as water play, construction and stories, however, this area is currently undergoing significant change. As a consequence, the programme for children's play and learning is less well organised at this time. Activity planning for younger children is based around the 'Birth to three matters' framework. This ensures children are provided with an interesting range of activities which reflect their developmental needs. Children attending the before and after school club develop a sense of responsibility and independence. For example, they make independent choices and decisions about what they want to do and they influence the range of activities by recording their suggestions and ideas on the children's notice board.

Nursery Education

The quality of teaching and learning is good. Key staff have a very good understanding of how children learn which enables them to provide a good range of learning experiences. Less experienced staff are developing a secure understanding of the Foundation Stage curriculum because effective mentoring is in place. The learning environment is well organised which ensures children are encouraged and are self-sufficient in their play. Plans are thorough and they reflect the needs of the range of children attending, for example, older and younger pre-school children. This ensures all children experience the full range of activities at a level

of challenge which suits. Children's progress is regularly tracked which ensures observations are frequently recorded and used to plan their next steps. Spontaneous questioning is used to heighten the challenge for older and more able children. However, not all staff are fully confident in the use of purposeful questioning.

Children are making good progress towards the early learning goals. Children develop close friendships with their peers and members of staff. They have turns taking 'Bobby Bear' home which encourages positive links with family and their home life. Children develop a good sense of independence as they help to tidy up, to put on their own coats and help themselves to equipment. Children enjoy regular story and circle time which encourages speaking and listening skills and some children have French lessons. Children enjoy interactive stories as this encourages them to join in and take active roles. They have a central mark making area which encourages them to write copy and draw, however, opportunities to write and record for a purpose are more limited.

Children frequently count objects and are beginning to recognise and name numbers, this is supported by the introduction of number rhymes and action games. They use positional language, such as big, tall and small and they learn to sort objects by size, shape and colour. Children's physical development is generally well promoted. Children are provided with a good range of tools and materials which they use to cut, pour and mould. They enjoy planned music and movement sessions and they frequently play outdoors where they can develop new physical skills. Outdoor activities are included in some planning structures which ensures outdoor activities vary, however, the object of the activity is not always clear to ensure new challenges are consistently introduced.

Children investigate seasonal changes and they explore animals, bugs and their habitats. They have opportunities to discover how things work because they use the computer and programmable toys. Children use their imaginations in role play areas where they dress up and act out the role of the policemen or Bob the Builder. However, role play resources are sometimes under developed. Children explore a good variety of media, such as sand, water, paint and glue to design their own models and pictures. For example, they look at pictures of flowers to help guide them in their own designs.

Helping children make a positive contribution

The provision is satisfactory.

Children benefit from some activities which introduce them to diversity and the world around them, for example, during nature walks and festival work. Staff demonstrate a clear commitment to providing an inclusive environment for all children who attend. This ensures suitable strategies are considered to support children with learning difficulties and children who speak English as a second language. Appropriate consideration is given to involving and supporting parents in these processes.

Children's social, moral, spiritual and cultural development is appropriately fostered. Children are well behaved because they have a secure understanding of the behavioural expectations within the setting. They play cooperatively together by sharing their toys and by waiting patiently when they have to. They look forward to seeing their friends, whom they greet with an enthusiastic 'good morning'. Children are polite and they display very good manners. They talk about home, their friends and special events which ensures a secure link with home is established. For example, one child talks proudly about the new baby in her family.

The partnership with parents is good. Parents of children who attend the pre-school group are provided with written information about the Foundation Stage curriculum and activity plans are displayed for them to view. They are encouraged to be involved in their children's learning during theme work, as they are asked to bring some resources from home. Parents are invited to attend regular parents evenings which provides them with opportunities to meet with their child's key worker. They are aware that staff keep developmental records for their children and they are satisfied with the verbal and written information they receive about their child's progress and welfare.

Parental feedback about the nursery was positive. For example, parents find staff to be helpful and supportive which ensures they feel confident when sharing worries or concerns. Parents are aware that written policies and procedures exist and they are familiar with how the policies are implemented. However, the exchange of information is not consistently effective throughout all nursery rooms. Regulatory requirements are met as staff have devised a suitable complaints procedure and relevant documents are displayed as required.

Organisation

The organisation is good.

Children are happy and secure in the nursery because they benefit from positive relationships with their carer's. Children are allocated a key worker which ensures arrangements are in place to monitor their progress and welfare. Children benefit from set daily routines for eating, rest and sleep which ensures the day runs smoothly and calmly. Children benefit from the familiarity of designated base rooms which helps them to feel secure. They also have purposeful opportunities to undertake planned activities around the nursery which ensures they become familiar with other staff and other rooms. For example, pre-school children regularly use the porta cabin for music and French lessons.

Children's welfare is protected by clear recruitment, vetting and induction procedures. A secure induction ensures all staff are made familiar with the setting's operational plan. The staff work well as a team because the management structure is clear and they have defined roles and responsibilities which they are required to undertake. The proprietors play an active role in the day to day running of the nursery which ensures managers are appropriately supported in decision making processes. Staff performance is effectively monitored with regards to good child care practices and personal development, which ensures less experienced staff receive appropriate guidance and training. Managers have devised various self evaluation processes which enables them to identify staff training needs and areas for further improvement. Areas under development are closely monitored to ensure all aspects of the re-organisation reflect children's best interests.

The setting have devised comprehensive systems for the recording of information which ensures all regulatory documents are in place as required by the National Standards. The registration certificate is displayed and children's records contain accurate information and parental consents. Furthermore, children's records are kept and shared with regard to confidentiality.

The leadership and management within the setting is good. Management and staff display a strong commitment to the future development of the care and education provision within the setting. Staff attend regular training programmes which ensures they keep up to date with new childcare regulations and learning initiatives. The setting make good use of the knowledge they acquire while attending courses, by making beneficial changes in their teaching methods. For example, staff are currently introducing a new approach to promoting children's early

writing skills through a dance and movement programme called 'Write Dance'. The setting have established close links with local early years support and curriculum teams which ensures they receive professional support and guidance.

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

Improvements since the last inspection

At the time of the last inspection the provider was required to address three recommendations relating to care and three recommendations relating to nursery education. The care issues required the provider to develop systems for recording behavioural incidents, signification issues; and to seek written permission for mini bus travel and medication. Relevant documentation structures have now been devised.

The recommendations relating to the nursery education provision required the provider to develop planning and assessment structures, increase opportunities for mark making and for children to be imaginative and creative. Staff were also required to develop consistent strategies for managing children's behaviour during routine activities. Current planning, observation and assessment systems are effective in meeting the educational needs of children in receipt of nursery education funding. Staff monitor children's progress towards the early learning goals on a regular basis through a process of observation. This information is then used to plan suitable targets and activities to promote children's future development. Children benefit from a creative room where they experience a full range of media and they use their imaginations within role play, story sessions and when making and designing models and pictures. Children have opportunities to use a variety of mark making equipment in the centralised writing area and sometimes these resources are transferred to other areas, such as construction. However, this is an area for on going development. Children are well behaved due to the consistent messages they receive about what is expected of them. Routine groups times, such as story time have been suitably adapted to ensure the needs of older and younger children are catered for. As a consequence, issues relating to conflict and distraction have been effectively reduced.

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 arrangements for bottle feeding at sleep time and ensure risk assessment procedures are effective in identifying and addressing potential risks, such as hot radiators, steps and trip hazards
- continue to monitor on going developments within Buzzy Bee's room to ensure changes effectively meet the emotional and development needs of all children
- ensure procedures for working in partnership with parents are consistent in all areas, for example, by keeping parents well informed about changes within individual base rooms

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):

- further develop the use of role play, mark-making for a purpose, and also develop the use of planning systems to provide more focused based activities during outdoor play
- continue to develop support, training and mentor systems for less experienced staff to ensure they are able to consistently challenge children through purposeful questioning

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