

# Small World Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	255150
<b>Inspection date</b>	25 January 2008
<b>Inspector</b>	Karen Cooper
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<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Small World Day Nursery has been registered since 1991. It operates from an extended detached property in the Tividale area of Sandwell. Children attending the setting come from a range of social, cultural and economic backgrounds. There is off road parking to the front of the property and a fully enclosed outdoor area at the rear.

There are currently 59 children on roll. This includes 13 funded 3 year olds and 3 funded 4 year olds. The nursery supports children with learning difficulties and/or disabilities. The setting offers an out of school club although there is currently no availability. The setting is open Monday to Friday, all year round from 07:30 to 18:00.

There are currently 16 staff working with the children. All of the staff hold a relevant early years qualification. The setting receives support from an early years advisor from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are cared for in warm, clean, premises where they are taught the importance of personal care, for example, washing their hands after toileting and before eating. There are suitable arrangements in place to care for children who are ill and contingency arrangements are made with parents when they are unable to be contacted in order to collect their child. The staff are trained in administering first aid and have appropriate permissions and records in place regarding accidents and medication.

Staff take a range of positive actions to encourage healthy eating. Through planned topics children are encouraged to enjoy food and understand why some foods are healthy and others are not. Meal times are relaxed social occasions when staff and children gather together around the table to enjoy their food and each others company. Menus are produced to give parents information about meal choices and the majority of food is freshly cooked on site. However, children's health is being compromised because not all staff are fully aware of regulations relating to food safety, with particular regard to the serving of food. Children are provided with regular drinks and jugs of water are always available.

Children are encouraged to understand that exercise helps them to stay healthy through daily routines and regular use of the well-equipped outdoor area. Younger children enjoy a wide range of indoor activities on a daily basis to help them develop their physical skills and their awareness of space. They competently use push-a-longs, rockers, wheeled toys and climbing equipment. Children confidently use musical instruments to tap out beats to familiar nursery rhymes. Older children make progress in their physical development, for example, meeting the challenge to walk on mini stilts. This helps them to develop their confidence to enjoy moving with control, using their bodies in various ways.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children have access to a broad range of well-maintained toys and equipment. Careful consideration is given to the organisation and storage of play materials to ensure younger children are not put at risk. Child sized tables and seating helps promote children's independence. Children are becoming increasingly aware of potential hazards and the possible consequences their actions may have on their own safety, for example, children know they must request help from staff to obtain toys that are out of reach.

Children are cared for in a safe and secure environment. They move freely and safely around the premises because staff are vigilant and carry out rigorous safety checks and risk assessments to ensure the children are protected from harm. Effective security systems ensure that children are unable to leave the premises unsupervised and there are clear procedures to ensure only authorised people collect them. Children are beginning to learn about their own safety through discussion. They gain a good understanding of how to keep themselves safe in the event of a fire and regularly practise emergency evacuation procedures to ensure they are aware of where to go to stay safe. This helps children to begin to take responsibility for themselves and others. Appropriate fire equipment such as, fire extinguishers, fire blanket and smoke detectors are provided and are regularly checked to ensure they are in good working order.

Children are further safeguarded because staff have a good understanding of their role and responsibility to protect them. Staff regularly attended training to ensure their knowledge and skills are updated. They are aware of signs and symptoms of possible abuse and know the appropriate procedures to follow should they have a concern about a child. There is a clear child protection statement which staff ensure is shared with parents.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Staff provide a calm environment where children are well settled, enjoy their time and are helped to achieve. They know the routines and are keen to join in with the activities. Good, relationships between the staff and children are evident, they communicate easily with each other, which helps the children to enjoy their time at the nursery. The children are confident in initiating their own play and learning and are excited by the interesting activities. Children are valued and staff help them to feel good about themselves by frequently providing positive support, praise and encouragement. This helps build children's self-esteem.

Babies and toddlers respond well to the stimulating environment. They enjoy activities such as painting on large sheets of paper on the floor, exploring the texture of soil, the effects on ice as it starts to melt and eagerly join in sand play, laughing with delight. Staff are sensitive to new children's concerns over absent parents or carers. They offer them reassurance and comfort, whilst engaging them in purposeful activities. Children are encouraged to make independent choices about their play and staff plan and prepare activities to encourage children to develop skills and have fun. They adapt the planning for babies and toddlers and use the framework 'Birth to three matters' effectively to involve children and further their development. Children also benefit from a range of activities outside of the setting. They go for walks to the shops, park and on occasions visit the local soft play centre and zoo.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff demonstrate an appropriate understanding of the Foundation Stage curriculum, although some staff have not attended training. They plan a variety of interesting activities which cover all areas of learning. Plans are linked to the stepping stones and reflect learning intentions for the focussed activities. There is a good balance between adult and child-led activities. Planning for focussed small group activities ensures clear learning intentions are identified for children. Systems are in place to observe, monitor and record children's achievements and to plan experiences that help children take the next step in their learning.

Children separate well from parents and carers and play happily. They are learning to co-operate with each other and eagerly join in the activities, for example during circle time they willingly make space for each other when sitting on the mat and confidently repeat letter sounds made by staff. However, there are missed opportunities for children to develop their independent skills, particularly during lunch time.

Children's language skills are developing well. Most children are able to communicate easily with each other and staff. Children who use English an additional language are fully included as staff use gestures and have obtained key words from parents to ensure the children are able to make their needs known. Children have daily opportunities to practise their mark-making skills and with adult support they are developing an understanding of sounds and letters. However, opportunities are missed during daily activities and routines for children to see their

name in print. Children enjoy listening to stories and eagerly join in with familiar stories such as 'Snow White and the Seven Dwarfs'. They show great enthusiasm when using their imagination in role play when they take on familiar family roles such as mommy and daddy.

Children are learning to count up to 10 and beyond with adult support. However, children's understanding of simple subtraction is not consistently reinforced. Children explore shape, colour and size during construction play and circle time. They learn about their own and other cultures through discussion with staff and planned activities. They are keen and interested in information technology and regularly use the computer. Most are able to navigate around the learning programme using the computer mouse with ease and confidence.

Children participate in a variety of craft activities and photographic evidence provides many examples such as water play, collage, printing, modelling and cooking which are displayed throughout the nursery. This helps children to feel a sense of belonging. Children use and handle a range of small tools appropriately, such as crayons, paint brushes and pencils. They are provided with daily opportunities to take part in physical play. They move confidently around the inside of the nursery and the outdoor area is designed to offer challenges such as climbing and balancing.

### **Helping children make a positive contribution**

The provision is good.

Children understand their own needs and respect the needs of others because they have access to a range of positive image resources and cover topics that look at other cultures and celebrations including Diwali and Chinese New Year.

Children play well together and respond to the staffs positive behaviour management strategies. All staff have attended behaviour management training and as a result clear explanations and consistent boundaries help children learn what is acceptable. Distraction is frequently used to avoid confrontation with younger children and good behaviour is rewarded with praise. Children receive stickers for their efforts and special achievements which help to promote good behaviour and makes children feel proud. They develop self-confidence and self-esteem as their work is displayed attractively throughout the nursery. Children's spiritual, moral, social and cultural awareness is fostered.

Staff work closely with parents and mutually respectful relationships are evident as parents speak confidently to staff about their child. Information is routinely exchanged to ensure children continue to receive consistent care and feel secure. Parents are well informed about the settings policies and practices through written documentation and regular discussions. All aspects of children's individual needs are discussed and agreed with parents. Settling in sessions are used to support children effectively in the transition from home to nursery. Time at the beginning of each session is made available for parents to settle their children and talk with staff. All parents know their child's key worker and share information with them about their children.

The partnership with parents and carers regarding nursery education is good. Staff welcome parents into the setting and strive to establish positive partnerships. A comprehensive range of relevant information about the day-to-day organisation of the nursery and educational programme is displayed and shared with all parents. Staff encourage parents to share what they know about their children's learning and to work together to help them make good progress in their development. Regular newsletters, parent evenings and display boards ensure parents

are well informed of the activities on offer and the progress their children are making towards the six areas of learning. It is evident from speaking to several parents as part of this inspection how pleased they are with the care and service offered.

## **Organisation**

The organisation is good.

The nursery is well organised and staff have created a child centred environment which makes children feel welcome. Children's artwork and photographs are displayed throughout the nursery and toys are attractively presented to encourage children to become engaged in activities as soon as they arrive. Children enjoy and participate fully in activities because space and resources are well organised. Robust recruitment and vetting procedures ensures children are cared for by suitable and qualified staff. Staff are happy, motivated and work effectively as a team. They have access to good training opportunities and the staff ratios and group size supports children's learning and play.

Children's personal information is stored securely, which helps to maintain confidentiality. All required documentation is very well organised which ensures that parents are well informed about their child's achievements and progress.

Leadership and management is satisfactory. The management team is committed to continued improvement and welcomes support from other agencies, including the local authority advisory teacher in supporting children's learning. They are committed to ongoing training and development which has a positive impact on children's overall learning and development. Overall, the provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the provider was asked to ensure that all accidents to children are recorded and entries signed by parents; ensure that staff are active in promoting good health and hygiene; ensure that members of staff are consistent when applying the strategies for behaviour management; and identify a named member of staff responsible for behaviour management and ensure that the risk of entry to the premises by unauthorised persons is minimised.

Staff are trained in administering first aid and have appropriate permissions and records in place regarding accidents which they ensure are countersigned by parents. Children are cared for in warm, clean, premises where they are taught the importance of personal care. Toys and equipment are regularly cleaned to ensure the risk of cross contamination is reduced. All staff have attended behaviour management training and as a result clear explanations and consistent boundaries help children learn what is acceptable. The manager has overall responsibility of behaviour management. Effective security systems including a finger print identification system and replacement windows in the ground floor bathroom ensure that the risk of entry to the premises by unauthorised persons is minimised.

## **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that require 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

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The quality and standards of the nursery education are satisfactory.

### 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 that staff responsible for the preparation and handling of food are fully aware of and comply with regulations relating to food safety and hygiene.

#### 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):

- improve staff's knowledge of the Foundation Stage curriculum
- make better use of the learning opportunities during daily routines and activities to ensure children are effectively challenged.

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](http://www.ofsted.gov.uk)