

Its a Small World Nursery

Inspection report for early years provision

Unique reference number	EY372891
Inspection date	12/09/2008
Inspector	Elizabeth Margaret Grocott
Setting address	Small World Day Nursery, 31-33 Tynwald Hill, LIVERPOOL, L13 7DN
Telephone number	0151 228 6593
Email	
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Its A Small World Day Nursery was registered in 2008 and is privately owned and managed. It is registered on the Early Years Register and operates from a large property in the Stoneycroft area of Liverpool. Children are cared for on two floors of the property, the provision on the first floor has no lift access. A maximum of 60 children may attend the setting at any one time. There are currently 41 children on roll of whom seven are funded for nursery education. The nursery is open each weekday from 07.30 to 17.30 all year round. All children share access to a secure enclosed outdoor play area. The nursery supports children with learning difficulties and disabilities. The setting employs 14 staff of whom 12 have an appropriate qualification or are working towards one. The nursery receives support from an early years advisory teacher.

Overall effectiveness of the early years provision

The knowledge of each child's individual needs ensures that staff promote most aspects of children's learning satisfactorily. Children enjoy learning about their local area and the world around them, however, they are not kept safe and secure. The partnership with parents, the local school and other agencies is a strength and contributes to ensuring that the needs of most children are met. However, as yet, other partnerships have not been developed. Children make satisfactory progress, given their age, ability and starting points. The weakness in self-evaluation by the management team, means that priorities for future development are not identified, resulting in a service that does not respond to the needs of all of its users.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- assess the risks to children in relation to fire safety and take action to minimise these 12/09/2008
- take steps to ensure that health hazards are minimised by keeping all areas hygienic particularly nappy changing areas, the areas where milk feeds are prepared and all areas used by children 12/09/2008
- make available to parents a written statement that provides details of the procedure to be followed if they have a complaint 12/09/2008
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development to improve the quality of provision for all children 12/10/2008
- update and maintain all policies and procedures to 12/10/2008

reflect current legislation and the way the nursery operates.

To improve the early years provision the registered person should:

- improve the learning environment and resources to maximise children's learning
- develop partnerships with others to include any settings which deliver the Early Years Foundation Stage to children who also attend your setting
- ensure that confidentiality is maintained throughout the nursery.

The leadership and management of the early years provision

Adult to child ratios, training, qualifications and space meet the children's needs satisfactorily and recruitment and vetting procedures ensure they are cared for by a qualified and experienced staff team. However, the self-evaluation system has not yet been developed effectively to promote positive outcomes for children. For example, risk assessments have not been used to identify serious safety risks, should children need to leave the building in an emergency as fire exits are obstructed and evacuation times are unacceptable. This is a breach of the Welfare Requirements and compromises children's safety and well-being. The policies and procedures underpinning the day to day running of the setting have not been updated. Poorly maintained décor and unhygienic bathroom and kitchen areas do not promote children's good health. Staff deployment throughout the day ensures that children are generally adequately supervised although some lapses occur when children become over excited and boisterous. The manager liaises with room supervisors to evaluate how the children are progressing and also oversees planning. This ensures the setting promotes inclusive practice. Staff at the nursery have a sound working relationship with parents and others, such as early years staff and social services. They share information about the six areas of learning, but do not inform parents regularly what their children are achieving, nor are they invited to look at their assessments. As yet partnerships with others who provide the Early Years Foundation Stage have not been forged. The complaints procedure fails to meet the Welfare Requirements.

The management team have made changes to implement the Early Years Foundation Stage in a relatively short period of time and staff adapt their planning and assessment. They demonstrate their ability to protect children by recognising the signs and symptoms of possible child abuse or neglect. Staff are committed and clearly enjoy their work, displaying affection for the children and warm interaction with them.

The quality and standards of the early years provision

Staff have a reasonable understanding of how the activities they plan link to the progress towards the early learning goals and children make satisfactory progress. Adults generally organise the day to focus on the needs of each child, with a balance of adult and child initiated play. Children and parents are welcomed and

staff demonstrate how they value each child by displaying their work and the photographs which are important to them. They listen and respond appropriately to children, making them feel accepted and able to make satisfactory progress in all areas of their learning and development. Initial and ongoing assessment identifies what children can do, what they like to do, and what they need to do to progress. Occasionally, three and four-year-old children spend some of their time with little purpose, as the disorganisation of planning on the day, combined with staff who are new to the room, leaves adults unsure of what to do to engage them. Children with learning difficulties are appropriately supported.

Staff contribute to children's records and are involved in using them to plan and evaluate activities. Children enjoy regular gym and French lessons and make telescopes out of paper. They access their toys from low storage units, although the resources are generally not well maintained and some are very grubby. Children have regular outdoor sessions in the garden where they can climb, ride, hide and explore. They enjoy listening to music and are encouraged to think about different colours and shapes as they look at flash cards at circle time. Sometimes, the objectives planned for very young children are unrealistic. For example, number, shape and letter flashcards are shown to children aged one to two years with the expectation that they will know what they mean. Children are keen to take part in mark making activities and use the computer with confidence. Plans demonstrate that counting, number recognition, action rhymes and songs are also provided. Younger children enjoy sensory play with gloop, jelly and shaving foam. They also have regular outings into the local community. Both boys and girls enjoy role-play, taking the dolls for walks in their prams. However, due to insufficient resources to effectively occupy and stimulate children in all rooms, their learning is not maximised.

Children's independence is encouraged as they carry cups and plates for lunch and help themselves to drinks when they are thirsty. They eat well at lunchtime having cottage pie which is freshly prepared on the premises. They also enjoy fruit snacks during the morning, however, hotdog sausages, sausage rolls, pizzas and other processed foods do not encourage children to learn to eat healthily. Children are generally encouraged to hand wash before eating and after toileting, although not all staff remember to do this. Accident recording is established and important information about children is clearly displayed as a reminder for staff, however, this does not respect confidentiality.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Inadequate
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Inadequate

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Inadequate
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Inadequate
How well does the setting work in partnership with parents and others?	Satisfactory
How well are children safeguarded?	Inadequate

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Satisfactory
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Inadequate
How well are children helped to stay safe?	Inadequate
How well are children helped to be healthy?	Inadequate
How well are children helped to enjoy and achieve?	Satisfactory
How well are children helped to make a positive contribution?	Satisfactory
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:
www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

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.