

Little World Nursery

Inspection report for early years provision

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| Unique reference number | EY281130 |
| Inspection date | 20/04/2009 |
| Inspector | Elizabeth Margaret Grocott |

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| Setting address | 111 Conway Street, Birkenhead, Merseyside, CH41 4AF |
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| Type of setting | Childcare on non-domestic premises |
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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 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

Little World Day Nursery was registered in 2004 and is owned and managed by a charitable organisation. It is registered on the Early Years Register and operates from two main rooms within the Wirral Multicultural Centre, in Birkenhead on Merseyside. The nursery is sited on one level and is accessible to all. Children attend from the local community.

The nursery opens from 08.00 until 18.00, Monday to Friday all year round with the exception of Bank Holidays. They are registered to care for a maximum of 25 children in the early years age range and currently have 43 children on roll, of whom six are funded for nursery education. Children attend a variety of sessions. The setting supports children with learning difficulties and disabilities and those who speak English as an additional language.

There are a team of ten staff who work with the children, of whom all have an appropriate qualification or who are working towards one. The setting receives support from the local Sure Start team and the Local Authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are extremely confident and make good progress in their learning and development, supported by a cohesive and knowledgeable team. Staff develop a good understanding of children's uniqueness and their interests and have established a secure system to monitor their progress, although planning next steps is not fully developed across the setting. As the setting does not have facilities to provide a hot meal during the day, a catering company is used. The meals do not always promote healthy eating effectively to enable children to learn healthy eating habits. Education and care is promoted by the ongoing evaluation of the setting with clear identification of areas for improvement and proactive partnership with parents and others.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that children enjoy a healthier diet by reducing the processed food served, to encourage healthy eating, in line with the government's healthy eating agenda
- continue to strengthen the links between planning and assessment to show clearly how children's individual next steps are planned, to offer sufficient challenge and maximise their learning.

The leadership and management of the early years provision

The leadership of the setting is strong. Ongoing evaluation is completed by management and includes staff and parent input. Parent's opinions are obtained through questionnaires, which lead to clear identification of targets for further improvement. Staff are effectively supported with opportunities for training and regular meetings. Several staff are taking higher level training to expand their knowledge and improve outcomes for children. Staffing levels ensure children are well supervised, the sessions well organised and the limited space used effectively to promote children's enjoyment and learning at all times. Children are safeguarded effectively because staff have a good knowledge and understanding of child protection issues and the required procedures to follow. Children are taught about how to keep themselves safe through clear explanations from staff about consequences of actions. They learn about people who help them with a visit from the police. Emergency evacuation procedures are regularly carried out with children to ensure they understand what to do in an emergency situation.

Partnership with parents and carers is strong. Parents receive good quality information about the group and activities provided in the sessions. This consists of both verbal and written information, with daily books for two-way information from both parents and staff for children under three. They are encouraged to be involved in their child's learning by being informed of the topics covered and asked to bring items connected with it into the setting. Regular newsletters and invitations to discuss their child's progress are welcomed by parents, who speak highly about the quality of care.

Inclusive practice is the ethos of the leadership and management of the setting and it is promoted strongly throughout so that all children have their welfare needs met and achieve as well as they can individually. All children are valued and support for children with learning difficulties and disabilities is managed well. Children who speak English as an additional language are encouraged to settle as staff learn some key words of their language and provide books and display other print around the room in their first language. The setting is based in a multicultural centre and have unlimited access to translators when needed. This helps staff to ensure parents fully understand details about their child's care and learning.

The quality and standards of the early years provision

Interactions are good and all children benefit from caring, warm staff who have a good knowledge of the Early Years Foundation Stage (EYFS) and areas of learning. They make sensitive observations of the children and use these to inform the planning. In most areas staff plan children's next steps, although this is still developing for children in the younger age range. The environment is warm and comfortable and children have a sense of belonging as they see their work displayed attractively on the walls. They are confident as they take photographs of their creations and of their friends with the nursery camera. Older, more able children talk excitedly about what they have done at home over the weekend during circle time and younger children enjoy cuddles with their special key carer

as they wake from sleep. All children enjoy regular play in the nursery garden where they can climb, slide, balance, run and jump. They learn to throw and catch and strengthen muscles as they enjoy the fresh air. They learn scientific processes when they water their growing plants and experiment with drainpipes, tubes and water. Children enjoy developing their imagination and creativity as they look for small creatures in the water and learn to manipulate small tools as they explore with dough. They make numerous cups of tea and puzzle when the pear is stuck in the teapot as they play with friends in the role play area.

Older children show concern for their younger, less able peers as they help them to find their name and picture at the table for lunchtime. They are expert at tidying the toys away in preparation for their singing and signing session, which is much enjoyed by all. They are becoming more confident in number work as they count up to 20 as a group and then hold up the correct number of fingers to identify their age. They sit and concentrate well as they listen to a favourite story. Children are enthusiastic learners and wherever possible are included in planning. Staff encourage their independence as they make pizza and sandwiches for tea, put their own coats on and hand wash before and after eating. Children's social skills are enhanced as staff sit with them during their meals, modelling acceptable behaviour and encouraging manners. Fresh drinking water is easily accessible to the children from a water cooler, promoting healthy habits. Although children enjoy plenty of fresh fruit and yoghurts, the meals provided do not always promote healthy eating.

Children are encouraged from an early age to follow good hygiene routines, for example, babies' hands are cleaned with wipes and tissues are stored at child height to encourage nose blowing. Adults are encouraged to remove shoes before entering the baby room to avoid contamination and staff routinely use anti-bacterial spray and hand gel.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

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| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 2 |
| How well does the provision promote inclusive practice? | 2 |
| The capacity of the provision to maintain continuous improvement. | 2 |

Leadership and management

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| How effectively is provision in the Early Years Foundation Stage led and managed? | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 2 |
| How well does the setting work in partnership with parents and others? | 2 |
| How well are children safeguarded? | 2 |

Quality and standards

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| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 2 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 2 |
| How well are children helped to stay safe? | 2 |
| How well are children helped to be healthy? | 3 |
| How well are children helped to enjoy and achieve? | 2 |
| How well are children helped to make a positive contribution? | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

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