

# Small World Private Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY311584

**Inspection date**

29/10/2009

**Inspector**

Joan, Patricia Flowers

**Setting address**

2 Liege Road, Leyland, Preston, Lancashire, PR25 2ES

**Telephone number**

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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Small World Private Day Nursery became registered under the present proprietor in August 2005. It is situated in the town of Leyland in Lancashire, amidst residential properties. The premises consist of a single story building that affords level access to all users. The setting is registered on the Early Year's Register and the Childcare Register to offer a maximum of 30 places at any one time for children aged birth to under eight years. The focus of this setting, however, is on children aged under five years. There are no over five's currently on roll. A maximum of up to nine places are available for children aged under two years. Both part-time and full-time places are provided and the registered provider is in receipt of funding to provide free early education to children aged three and four. The nursery is open each weekday from 7.30 am until 6.00 pm throughout the year with provision made for children who have special educational needs and/or disabilities. All children share access to a secure enclosed outdoor play area at the front of the premises adjacent to the street.

There are currently 55 children aged from five months to four years on roll. The nursery proprietor/ manager employs 11 staff, all of whom hold appropriate early years qualifications or training awards up to and including level four. Placements are offered to childcare trainee students. The setting obtains training, advice and support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are cared for in a very welcoming and nurturing atmosphere where they are able to make good progress with their learning and development. The staff demonstrate effective knowledge and understanding of how to promote learning through play taking into account the unique abilities and stages of each child. The daily procedures and policies are working effectively to ensure staff promote children's health and well-being generally well. There is a positive attitude to continuous improvement through good leadership and worthwhile initiatives to bring about benefits to the outcomes for children. Staff develop good partnerships with families using the nursery and others, enabling them to gain essential knowledge of each child's needs to promote children's welfare and learning.

## **What steps need to be taken to improve provision further?**

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

- review the way the mid-day meal is organised so that children can make choices about the amounts of food they wish to eat allowing for individual appetite and choice
- review policy documents and ensure parents and staff are made aware of any changes made.

## **The effectiveness of leadership and management of the early years provision**

The team of staff working directly with the children have a wide range of early year's qualifications and a good understanding of the Early Years Foundation Stage. They receive strong leadership from the registered provider and senior staff who support them through meetings, appraisals and daily interaction. The nursery has good procedures for recruitment and on-going staff management to ensure that adults working with children are suitable to do so. The staff are aware of the policy with regard to child protection and they all receive information relating to safeguarding in their induction to the nursery. The provider is in the process of reviewing some operational documents so, as yet, some policies are not as effective at informing staff and parents because some wording is less clear. Staff and parents are otherwise well informed and kept abreast of changes and of the Early Years Foundation Stage Framework to encourage understanding and good partnership working. Staff follow a number of careful measures to ensure children play safely when in the setting or on outings. They keep an extensive written file of documents relating to risk assessment that are working effectively. Changes, for example, to the new outdoor play area have been included in the risk assessment process to ensure children remain safe when playing in this new area.

The staff are deployed successfully throughout the nursery to meet the needs of the children. They are consistent in signing themselves in and out of rooms to keep a record of where adults are working within the setting as they sometimes flexibly move to different group rooms when needed. Rooms are attractively set out with effective use of soft drapes, lights and displays to create a welcoming and exciting environment for children of all ages. Overall, the range of equipment available to support children's development is good and well presented. The staff encourage all children to make the most of the new outdoor area where their learning can continue in the fresh air to extend their learning experiences.

There is a strong commitment throughout the nursery to inclusion and equality, reflected in the positive images and resources as well as in activities planned round different festivals. Parents speak favourably about the care their children receive, particularly the level of feedback on how children are spending their day and the progress they are making. The nursery is beginning to extend its partnerships to include other carers in a child's life such as reception class teachers at schools to which children will go. There is a clear vision for the future and for maintaining continuous improvement. Previous inspection recommendations have been well addressed so outcomes for children were clearly improved.

## **The quality and standards of the early years provision and outcomes for children**

Staff include regular dated photographs and observations of the children's achievements and they use the information effectively to plan and promote children's learning and development successfully. These details carry through to

planning meetings so that staff take into account the children in their key groups when deciding on activities for the week. Children's individual learning journey files reveal that they are making good progress with their learning and development. Staff help children to settle at the nursery and they frequently offer children comfort and reassurance in the day. Babies are provided with plenty of comfort and care so they are settled, and their care and emotional needs are well met helping them to feel secure. Children of all ages receive nutritious freshly cooked meals and staff are aware of any special dietary requirements. Currently the cook plates meals in the kitchen, so apart from special dietary factors, children's individual appetites are not always taken into consideration. There is fresh drinking water available in rooms throughout the day to refresh children's thirst and they come to snack tables when they are feeling hungry for healthy options like chopped fruits and salad vegetables, bread sticks and crackers. Children gain positive messages about enjoying fresh air and active play in the newly designed outdoor play area. They delight in exploring the interesting features that promote their physical development and exploratory urges. Children, for instance, giggle and squeal as they crawl over the wooden bridge beneath the draped camouflage nets as they use their bodies to wriggle and move across. There is a good variety of outdoor activities that encompass all areas of learning. For example, children can be creative with paints and enjoy using small-wheeled toys, water and sand activities and sharing books. Many different sensory activities are provided in all age groups with babies and toddlers interested to discover the feel and smell of different mediums like bubble bath lotion and dry tea leaves, using their fingers and hands to make marks and patterns on the table with them.

Staff follow sensible and clear procedures regarding first aid and the recording of accidents. They monitor patterns of accidents to identify areas that may be causing concern. Children are developing a strong foundation in skills that will be useful in the future. They are learning about their personal health and how to promote this. Children confidently come in to get a tissue to wipe their noses, disposing of the tissue before washing their hands, then returning to play, which staff encourage with lots of 'well done' and praise to re-enforce this good behaviour. They progress well with early literacy and enjoy sharing stories with staff. Toddlers enjoy sitting in the cosy quiet area to look at and listen to stories read to them. Mark making develops successfully, with toddlers making use of chunky crayons and chalks whilst older ones progress to name writing and learning letter shapes and sounds. Children take part in many practical activities to let them explore number and problem solving. They handle two-dimensional and three-dimensional objects as they develop their sense of shape and space and are becoming successful in negotiating their environment safely without bumping into things within the play areas inside and outside. Staff make the most of autumn activities with children helped to make model hedgehogs with modelling material and twigs and pine cones, and talk about the different seasons. Some experiences are provided for children to learn about living things and what they need when they take turns to help to feed the gold fish each day.

Staff consistently supervise the children's play. Children spend a lot of the day in child-initiated play, which suits their growing independence and creativity. Children under three years enjoy responding to music and they engage in lots of sensory-based play using touch and sound. Staff support imaginative play through games

with model animals, play dough and train sets. The staff interact well with the children and use key working well so that each child's needs are known especially well and catered for. Children receive gentle reminders from staff about appropriate behaviour such as taking turns and sharing. Children play cooperatively and are sensible about lining up to move around different areas of the nursery. They learn about other people's differences and to respect and help one another and are sensitive to the needs of others who may need help to do things. Different languages and backgrounds are respected and represented across all areas of the nursery.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met