

Small World Day Nursery

Inspection report for early years provision

Unique reference number

EY399819

Inspection date

28/01/2010

Inspector

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Setting address

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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 Nursery was registered in 2009 and is one of three nurseries run by Russell Nursery School Ltd. It operates in a large detached building on the main road in Hall Green, Birmingham. A maximum of 67 children may attend at any one time. The nursery is open each weekday from 7.30 am to 6.00 pm. They close for bank holidays and one week at Christmas. Children share access to two secure enclosed outdoor play areas.

There are currently 90 children on roll. Of these, 21 receive funding for early education. The nursery is also registered on the compulsory part of the Childcare Register. The nursery is able to support children with special educational needs and/or disabilities and also those for whom English is an additional language.

The nursery employs 23 members of staff. Of these, 20 hold appropriate early years qualifications and three are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settled in this child-centred environment, where they feel safe and supported by the staff. Children are mostly provided with a good range of play activities, which ensures they are progressing well in all areas of learning. Staff have a good understanding of the Early Years Foundation Stage and actively encourage parents to be fully involved in all aspects of their child's care and learning. The well-organised planning, ongoing assessments, developing self-evaluation systems and plans for the future, enhance children's learning and development. Children's uniqueness and individuality is recognised and managed very well. Mostly, well-written policies and procedures securely underpin the groups practice, and all are available for parents. However, risk assessments are not current and children have limited cutlery at meal times. Effective partnerships with parents and other settings ensure information relating to individual children's progress and needs is shared effectively.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- conduct a risk assessment and review it regularly, at least once a year (Suitable premises, environment and equipment) (also applies to the compulsory part of the Childcare Register) 26/02/2010

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

- improve opportunities for children to handle tools with specific reference to the provision of cutlery at meal times
- provide more opportunities for younger children to initiate their own activities and to develop their own interests.

The effectiveness of leadership and management of the early years provision

Staff have a clear commitment to safeguarding and are well-informed about procedures to keep children safe. All staff undertake regular safeguarding training to keep up to date and they understand the requirements of the Local Safeguarding Children Board. The majority of policies, procedures and documentation for the effective and safe running of the setting are well-organised and effectively implemented. There are sound recruitment procedures, should additional staff need to be recruited, which include recorded induction procedures and annual appraisals. The staff successfully promote all areas of equal opportunities and inclusion, ensuring children are given a broad understanding of the wider world. The indoor and outdoor environments are not subjected to annual risk assessments, but staff check them daily to ensure any potential hazards to children are minimised. A regular checking and cleaning schedule for resources ensures children are kept safe and the risk of cross infection is minimised.

The staff have identified areas for improvement, which include extending their self-evaluation system and improving the outdoor play areas to include a gardening area. Staff regularly undertake additional training courses in order to continue to develop and improve outcomes for children. The staff commitment to continuous improvement is very good. They are proactive in obtaining the opinions of both parents and children and reflect on their practice during staff meetings, to ensure the best possible care and learning opportunities are provided for the children. Communication, both with parents, children and other settings the children may attend, are a strength. Parents have access to daily discussions, children's individual folders, activity displays, open days and newsletters, ensuring they are fully aware of all aspects of their child's day. They are actively encouraged to be fully involved in all aspects of their child's care and learning. Arrangements are in place for school staff to attend the nursery on a regular basis and this improves the transition arrangements for children moving on to school. The setting also have clear procedures in place to liaise with other agencies to support children with special educational needs or disabilities, to ensure their individual needs are met.

The staff actively promote the uniqueness and individuality of each child. They mostly provide a good range of age-appropriate activities and resources to ensure all children can participate in all play opportunities, regardless of gender, background, ability or disability. Staff do encourage older children to be proactive in their own learning and begin to identify their own learning and development needs. All children and families are highly valued. Parents are provided with regular questionnaires encouraging them to take an active part in the setting. Recent comments from parents included the following; 'impressed by open,

friendly staff and atmosphere', 'all points raised are actioned immediately' and, 'I get a daily update which keeps me well informed'.

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

All children make good progress as they enjoy a range of stimulating and enjoyable activities, although resources are somewhat restricted for the toddler groups. Children are very settled and relaxed and are given a high level of support that ensures that they develop fully as individuals. Well-organised planning ensures children are provided with a suitable range of creative learning experiences, which keep them involved and eager to learn. Information is obtained about children's starting points and written observations and assessments of children's progress, which are fully shared with parents, ensure all aspects of individual learning and development are met successfully.

Children are very confident when exploring the environment both indoors and out. Older children play a full and active role in their own learning, make choices, decisions and extend activities, with the staff providing good support but, younger children have limited access to resources. A range of activities and resources help them to understand the wider world as they explore the natural environment, discuss other cultures, abilities and disabilities, celebrate festivals and have a range of books, posters and displays regarding communication and friendship. They are given clear rules regarding behaviour, with staff being good role models. As a result children behave very well, understand each other's limitations and have superb self-esteem. They freely express their feelings and ask for help when they need it. Children play both independently and together, understand why they need to share or take turns and have good communication skills. They make good progress in their communication, language, problem solving and number skills as they enjoy a range of experiences. For example, while completing skeletons, staff asked the children to locate the appropriate place on their body, and explained how milk and a healthy diet improved their bones. The activity was supported by books and a display of the external body which included ears, eyes and hair. Children were encouraged to name, count and compare. They are provided with additional learning experiences as external visitors regularly attend, for example a story teller and the 'animal' man. Fine motor skills are encouraged through the use of a computer mouse and a range of writing and drawing activities. Planning includes resources to be used and is linked to the six areas of learning. Children are actively encouraged to access books, sing songs and repeat favourite nursery rhymes. They enjoy physical activities and action songs, both indoors and out.

Children have a strong sense of belonging in the security of the group. They show they feel safe, and are confident in asking why visitors are present. Older children were able to easily explain how to keep themselves safe by being careful when using resources and gave a full breakdown of the emergency escape drill. Children freely share their news at circle time, and there is clear affection between the children and staff. They show their understanding of keeping themselves safe through their good behaviour, consideration of each other and show they understand safety rules, such as taking turns on the slide and not throwing toys.

They learn effectively about personal safety through well-planned topics, discussions and displays.

Children show they understand about a healthy lifestyle as they make informed choices about what they eat as they choose from a selection of fruit at snack time. However, children were not provided with appropriate cutlery at lunch time. Staff discuss healthy eating both at snack time and during activities. Children know that physical exercise is good for them as staff discuss the effects of exercise, including the increase in their breathing and their muscle development. They have access to a suitable range of outdoor play equipment, including play houses, slides, noise making resources, bikes and balls. Children's general good health is promoted as they make the most of the fresh air and the outdoor play that is available to them every day.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

Outcomes for children in the Early Years Foundation Stage	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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 26/02/2010