

Small World Nursery

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Small World Community Nursery opened in 2002. It is a non profit making organisation managed by Directors and parents who sit on the nursery's management team. It is a core partner of the Westfield Children's Centre next door. The nursery is situated in a residential area of West Watford operating from the Westfield Community Technology Campus, the entrance is in Croxley View. The setting operates from a purpose-built building with a secure outside play area.

The nursery is registered on the Early Years Register to care for a maximum of 30 children in the early years age range. Opening hours are 7.30am until 6.00pm. The nursery is open all year except bank holidays and between Christmas and the New Year. There are currently 58 children aged from three months to four years on roll. The setting supports children with special educational needs and/or disabilities and who speak English as an additional language.

The nursery employs eighteen full-time/part-time staff, in addition to this there is a cook and an administrative assistant. The manager holds an Assessor Award qualification. The two deputy managers hold NVQ Level 3 and 4 and are working towards an Early Years Foundation Degree. Other staff hold early years qualifications Levels 2, 3 and 4. There are two members of staff currently working towards Level 2. Two staff are designated Special Educational Needs Co-ordinators (SENCO).

The nursery works in partnership with the local early years consultant and the Young in Herts development team. The manager and directors are part of the Watford and Three Rivers District Partnership, early years sub committee.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The well-qualified staff team have an excellent knowledge of how children learn. They are very aware of each child's individual needs, the setting promotes inclusive practice to a very high standard. This means that each child enjoys an interesting and varied range of experiences which helps them reach their full potential. Children are safeguarded and their welfare is fully promoted with very good organisation of the setting, effective and up-to-date records and documents. Highly effective partnerships with parents and local support services benefit the children and enhances their care and learning opportunities. The involvement of parents as part of the management team ensures the setting reflects and evaluates all aspects of the provision on a regular basis. Areas of development are identified and acted upon. The process for ensuring continuous improvement is highly effective.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensure the detail in the action plans and self-assessment process link to form an overall view of the review process and improvements to the setting.

The effectiveness of leadership and management of the early years provision

There is a comprehensive awareness of safeguarding children amongst all staff as they receive regular training as a mandatory part of their employment at the nursery. Thorough safeguarding policies are on display around the setting to ensure staff and parents are aware of the process. All staff have had relevant background checks, a robust recruitment and induction process ensures all adults on site are suitable to work around children. Exceptionally well-managed documents ensure the well-being of the children and the smooth running of the nursery, these are up-to-date and effective. Children's overall safety is of high priority, effective risk assessments are in place to ensure any potential risk to children is identified and minimised.

The ethos of this community nursery is to provide a genuinely accessible service for all sections of the community. Members of the management team and the nursery manager are involved in the Watford and Three Rivers District Partnership early years sub committee, looking at the provision for children and families in the area. Parents can be involved in the management of the setting by becoming a member of the Board of Directors. Regular meetings and Annual General Meetings (AGM) are well attended as the nursery provides a crèche to ensure all parents have the opportunity to attend. Training and development is of high priority for all. Staff are encouraged and able to work towards National Vocational Qualifications on site.

The partnership with parents is exceptional as they are involved in all aspects of the nursery management as well as day-to-day issues. The very informative newsletters keep them informed of issues raised by the staff, day-to-day routines, social events and training opportunities. Resources are made available for parents to access and they are included in many training opportunities alongside staff. The setting is now part of the Every Child a Talker (ECaT) scheme which aims to promote language and conversation both in the nursery and at home. This will enable all parents and those with English as a second language to extend and promote children's communication skills. An introductory session with a crèche enables all parents to find out more. The 'Persona Doll Project' has proved a very effective way of linking experiences at home with the nursery. The scheme is designed to develop empathy, respect for others and counter prejudices as part of the children's ongoing personal, social and emotional development. The project is managed by staff and is a resource provided by the Westfield Children's Centre. The nursery works extremely effectively with other early years providers and local services such as the children's centre and language support service that is situated on campus. Training opportunities for staff and parents are provided in house or at the children's centre. Crèche sessions are provided to enable all families to attend

and take an active role in their children's learning and progress.

Staff have an excellent understanding of how children learn. The setting is in the process of updating their Hertfordshire Quality Standard Accreditation. All staff benefit from the support of the local authority early years consultant, consistently reviewing and developing the planning and progressing opportunities for all children. A highly stimulating and welcoming environment fully reflects the children's backgrounds and the wider community. The different areas of learning are identified and fully promoted. The low-level, readily accessible resources provide excellent learning opportunities for all children. A comprehensive process for planning, observations and recording the children's progress show that children benefit from a range of varied and rich experiences.

Evidence in the self-evaluation document shows how the management and staff team continually review and assess the service and provision for children and families. Action plans identify practical improvements to the nursery that will enhance the children's learning and play. These show how canopies are planned for the younger children's play areas to enable all children to have free access to outside play regardless of the weather. The evaluation process continually assesses staff qualifications and plans for training both by the local early years partnership and in-house opportunities for staff and parents. However, there is a lack of co-ordination between the action plans decided on at frequent team meetings and how these improvements are linked to the setting's overall self-evaluation process. The recommendations made at a previous inspection have been met in full. The consistent improvements to the nursery and the provision for children show an excellent commitment to promote equality and provide an inclusive environment and improve outcomes for all children.

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

Children are cared for in a warm, interesting and welcoming environment by a caring, enthusiastic and motivated team of staff. The nursery provides a fully inclusive setting where children's individual needs are identified and met. Children learn about diversity at a level they can understand. Resources, posters and photographs reflect a wide range of cultural backgrounds, languages and disabilities. The six areas of learning are covered to an extremely high standard. Starting points are well established, information from parents is used effectively to plan for the children's individual learning and continued progress. Planning, observations and the children's learning journeys show they are provided with a wide range of experiences that extend and promote all aspects of their developing skills that will help them progress in the future. The use of the nearly life sized 'Persona Dolls' has proved extremely beneficial to all children especially those who have English as an additional language, are sensitive, new to the nursery or shy in a group setting. Staff use the dolls in all aspects of the daily routines and activities to encourage children to take turns, to share and join in. By using simple instruction and helping the dolls the children relate to their characters and are then keen to try new experiences, they are able to start to talk and become more involved. Families are encouraged to take the dolls home to share in family events

and to then share experiences back at the nursery through a diary and photographs.

Children show great curiosity, independence and imagination. Relationships between adults and staff is very strong, staff are excellent role models giving time and individual attention to children when needed. Children's understanding of the wider world is extended with the use of visitors to the nursery such as fire service, road safety team and visits out in the community. In the spring seeds are planted and moved out to the garden area to grow and be cropped and used in cookery sessions later in the year. This activity is complemented with visits to nearby allotments.

Children show they are developing a very good understanding of how to keep themselves safe and healthy. This is extended through all aspects of the daily routines. Snack and meal times are calm and provide children with a very positive experience. Staff assist the children in serving their own meals, talking about what is available for them. The on site cook provides 'home cooked' meals. Children show great delight as lunch is brought on, one child exclaimed 'this is my favourite dinner' as she served herself and sat to have her lunch. Children demonstrate exemplary behaviour as they are well supported by staff at all times.

Children have easy access to a wide range of very good quality resources both in the care rooms and the three outside play areas. Designated areas within the age related care rooms ensure all children have the opportunity to make independent choices about their own play as well as activities that are planned and led by staff. Babies in the Buttercup room and young children in the Daffodil room have many opportunities throughout the day to play outside; they have managed access to a safe play area leading from their care rooms. Older children in the Sunflower room now have free flow access to the outside play area with the recent installation of an all weather canopy. The area is now an extension of the playroom with excellent resources such as art materials, book area and floor play space set out to promote and extend their learning experiences in the fresh air. The additional grassed area provides more space for free play, a vegetable and garden plot, and gazebo for small group activities is well used and planned into the children's routines.

Children feel safe in the nursery, staff give lots of well-earned praise. They know the children extremely well, they support and extend their learning at every opportunity. Children play an active role in their own learning, show curiosity and the desire to explore, they are inquisitive learners. Children are well-equipped to make consistent progress and develop their future learning skills to a high level.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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