



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY253263

DfES Number: 515024

### INSPECTION DETAILS

Inspection Date 23/06/2004  
Inspector Name Michael, David Charnley

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Small World Nursery  
Setting Address The Rookeries  
Market Street  
Whitworth  
Rochdale  
OL12 8RW

### REGISTERED PROVIDER DETAILS

Name Small World Nursery Ltd 03940511

### ORGANISATION DETAILS

Name Small World Nursery Ltd  
Address 30 Dearden Street  
Littlborough  
Rochdale  
Lancashire  
OL15 9DZ

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Small World Nursery is registered to provide full day care for a total of 55 children under 8 years. It is a privately run organisation and is located off a busy main road in Whitworth on the outskirts of Rochdale. The ground floor caters for children aged under 3 with the rooms split into 3 main areas according to age, i.e, baby unit, 'Jelly Tots' room for 1 to 2 year olds and 'Busy Bees' for 2 to 3 year olds. On the first floor are 3 main areas including 2 playrooms and a 'messy' room / eating area. There is access to an enclosed outdoor play area to meet the needs of all age groups.

A kitchen area is situated within the building which provides for the whole of the nursery. There are also staff facilities which includes the toilet and office area.

Children attend for a variety of sessions with opening hours from 07:30 to 18:00, Monday to Friday for 51 weeks of the year.

There are a total of 45 children on roll at the facility of whom 14 receive funding for nursery education, 9 of these are 3 year olds and the remaining 5 are 4 year olds. No children are identified as having special needs and there are no children who speak English as an additional language. The provision receives support from the Early Years Development and Childcare Partnership (EYDCP) advisory teacher.

All members of the staff team either hold appropriate early years child care qualifications or working towards NVQ level 3 certificates in early years child care and education.

### How good is the Day Care?

Small World Nursery provides good quality care for children. The staff team use available space and resources well to provide a warm, welcoming and stimulating environment. Good relationships are established with the children who are happy, secure and explore their surroundings with confidence. There are good induction and appraisal systems in place which ensures staff's ongoing training needs are met. The key person system is in operation but does not include all children.

Records are well organised and up to date with minor detail, however lacking in part. Records are kept in confidence and stored securely.

The staff team pay close attention to children's safety and regular checks are carried out by senior members to ensure any identified risks or hazards are minimised. The majority of staff have undertaken relevant first aid and food hygiene training and good hygiene practices form part of the daily routine with children learning personal care skills. Healthy, nutritious meals are provided and menus are drawn up in advance taking into account any special dietary requirements. Staff are sensitive towards the care of individual children and promote children's awareness of diversity as part of the programme of activities. Responsibilities of staff in reporting child protection matters are understood. The designated person for special needs has limited knowledge and expertise.

Activities are wide ranging both indoor and outdoor aiding children's progress in all areas of learning. Children are able to choose and reach toys independently. Children are stimulated and interested in their play which is aided by good support and interaction of staff. The staff reinforce good behaviour with consistent use of praise and encouragement.

Partnership with parents is good. There are informal and formal lines of communication which keeps parents informed about the settings activities and the progress of their respective children.

#### **What has improved since the last inspection?**

Not applicable.

#### **What is being done well?**

- Staff use available space and resources to good effect. The nursery is divided into specific aspects of play to encourage children to explore their surroundings and engage in a variety of play experiences. Children with confidence freely choose resources of interest and enjoy the experience of working alone or in small or larger groups.
- The staff team plan an interesting programme of activities which link to all aspects of children's learning. Children throughout the nursery provision engage in monthly themes giving them the opportunity to learn about specific topics such as 'growth' and 'space'. The activities are adjusted to suit the specific age groups. Children enjoy their experiences which include art and crafts, construction and physical play.
- Staff have a good knowledge of children's individual needs. They form good relationships with the children and meet care and routine issues in line with the parents wishes.
- Staff have high expectations for children's behaviour. Staff use appropriate strategies and consistently reinforce positive behaviour by encouraging sharing and kindness towards one another. Children respond well to praise and exercise good manners.

- Staff communicate closely with parents to foster good relationships and to build up a greater understanding of children's needs. Parents are welcomed into the setting. Parents are encouraged to become involved in the child's learning and the nursery has established home links including 'holiday bear' which involves children talking to others about their home and holiday experiences.

#### **What needs to be improved?**

- the key worker system to include all children who attend the provision
- the documentation relating to parental consents
- knowledge and understanding of special needs issues

#### **Outcome of the inspection**

Good

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

#### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Implement a key worker system for all children attending the nursery in order to promote consistency and continuity of care.
7	Ensure the relevant consents from parents are in place at the time of placement to cover the need for any emergency treatment or medical advice.
10	Increase knowledge and understanding of special needs issues in order that appropriate action can be taken when such a child is identified or admitted to the provision.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Small World Nursery provides good quality nursery education. Children are making very good progress in personal, social and emotional development, creative development, knowledge and understanding of the world and generally good progress in communication, language and literacy, mathematical development and physical development.

The quality of teaching is generally good. Staff have good relationships with the children and have high expectations for their behaviour. Children experience a good balance of activities; they work in different sized groups with an adult or alone. Most staff are secure in their understanding of the early learning goals, however there are inconsistencies in the approach to extending children's thinking and ability. Activity programmes are wide ranging and children enjoy their experiences. Staff use available resources to promote and support children's learning. The methods used for assessment, however lacks consistency in that they are not regularly updated for all children. The future learning intentions are not always clearly specified.

The leadership and management of the nursery is generally good. The aims for children's care and education are understood by staff and achieved in practice to ensure the education provision is good overall. Activity plans are delivered appropriately, however a more systematic approach to assessment would better serve children's learning needs. There are induction and appraisal systems in place and training opportunities are readily available to staff. Good use is made of cluster meetings and teacher team input to enhance understanding of practice. Resources are in good supply and enhanced to further widen children's play experiences.

Partnership with parents is very good. Parents are provided with a good source of information and are encouraged to be involved in the children's learning. Parents feel informed and involved in the setting and receive updates about their children's progress.

### What is being done well?

- Children's personal, social and emotional development is very good. Children are confident and relaxed in their relationships and often show great enthusiasm and attention in their activities. Staff set high expectations for their behaviour and as a result children are well behaved.
- Staff form good relationships with the children and constantly reinforce positive behaviour by giving praise and rewards for their achievements to bolster self esteem. Staff encourage children to be independent and organise the structure of the day's activities to allow children freedom of movement and access to a good range of resources.
- Children's creative development is promoted well. Children enjoy using a

range of objects and materials to produce 2 and 3 dimensional forms and shapes with good concentration and hand eye coordination skills. They experience and explore different textures such as sand with enthusiasm and learn to describe what they touch and feel.

- Children's knowledge and understanding of the world is promoted well. Children find central themes such as 'Growth' and 'Space' interesting as they learn, explore and investigate living things and describe the related features. Children regularly access programmable equipment and show competence and a keen interest in performing simple computer programmes using the mouse.
- Partnership with parents is promoted well within the setting. There are formal and informal channels of communication in place which keeps parents informed of the activities taking place and levels of progress being reached by their respective children. Staff actively encourage parents to be involved in the children's learning and have introduced imaginative links between home and nursery such as 'holiday bear' which involves children sharing their home experiences with others.

#### **What needs to be improved?**

- the opportunity for more able bodied children to develop their physical skills
- the opportunities for children to extend their thinking in everyday activity relating to
- mathematical and language development
- the system for recording observations and assessments of children
- the system for ensuring that the learning intentions for individual children have been met so that a full picture of children's progress is available
- staff's awareness of the purpose of the activities being delivered and how these link to the stepping stones for the foundation stage

#### **What has improved since the last inspection?**

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, motivated and keen to learn. Children show confidence in trying out new activities and are learning to concentrate and sit quietly. Children learn and understand the need to work together harmoniously as a group. Children are well behaved towards others and staff and form positive relationships. They understand good manners and show pride for their achievements. Children show good levels of independence and with confidence select resources for themselves.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident communicators to peers, adults in small and large groups. Children show good listening and recall skills at story time. Children are beginning to use language to recall real or imagined experiences, however these are not always sufficiently explored. Children learn about linking sounds to letters and children are able to form recognisable letters. Some of the more able children can write their own name, others are not given maximum opportunity to develop these skills.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are able to count confidently to 9 and beyond. They are beginning to learn there is a sequence to the numbers and the more able children can complete simple addition and subtraction exercises. Children learn to use language to describe shape, position and size. The more able children are using language to make comparisons and to solve practical problems, however problem solving skills are not sufficiently fostered as part of everyday activity.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children with enthusiasm learn to explore objects and living things and can describe the features. Children learn about the world in which we live by celebrating festivals and learning the french language. Children enjoy construction type activities and manipulate objects and materials to good effect. Children have daily access to a range of programmable equipment and learn about its use. Children show good levels of competence and interest in operating simple computer programmes.

## **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children move with confidence and control. They climb over and under equipment with good coordination. They learn balancing skills by walking across beams and rocking forwards and backwards on seesaws, however the balancing skills of the more able bodied children can be fostered more by offering less assistance. Children work in harmony and use a range of body movements such as crouching and lifting. Children use a range of small and large equipment with good hand eye coordination movements.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children learn about colour, texture using a range of malleable materials. Children learn to communicate their ideas and describe what they touch and feel. Children are able to differentiate between colours and learn to produce 2 and 3 dimensional forms and shapes. Children enjoy taking part in musical activity with confidence and enthusiasm. They learn to recite simple songs from memory and match their body movements to the music. Children use their imagination well in the role play area.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- review teaching methods to extend children's thinking relating to mathematical and language development and enable the more able bodied children to be appropriately challenged during physical play activities
- develop a consistent and systematic approach to the observation and assessment of individual children and clearly identify future learning intentions. Ensure key staff review and monitor that these learning intentions have been met so that a full picture of children's progress is available to parents
- raise staff's awareness of the purpose of the activities being delivered and how they link to the stepping stones for the foundation stage

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*