



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 133393

DfES Number: 511571

### INSPECTION DETAILS

Inspection Date 16/09/2004  
Inspector Name Jan Leo

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Small World Nursery  
Setting Address 89 Bagley Wood Road  
Kennington  
Oxford  
Oxfordshire  
OX1 5NA

### REGISTERED PROVIDER DETAILS

Name Small World Nursery Ltd 02904043

### ORGANISATION DETAILS

Name Small World Nursery Ltd  
Address 89 Bagley Wood Road  
Kennington  
Oxford  
Oxfordshire  
OX1 5NA

## 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 was established in 1990 as a privately owned Montessori nursery and is situated in a rural area of Kennington in Oxfordshire. A converted barn is used for the majority of the care, housing a classroom for three to five year olds, and a room for toddlers on the ground floor, and a rest room on the first floor which is used as the base for the after school facility from mid afternoon. There is also a bungalow set within the grounds, which is used to care for babies and young children. Both buildings sit in approximately 1/2 acre of gardens, surrounded by a playing field and woods.

The nursery offers day care facilities for a maximum of 70 children under the age of 8 years and there are currently 47 children on the roll. At present 21 children are in receipt of government nursery education funding and of those, 13 are 3 year olds and 8 are 4 year olds. The group currently supports a number of children who have English as an additional language but none of the children have special educational needs.

The nursery is open from 08.00 to 18.00 for 49 weeks of the year. The children attend the nursery on a full or part time basis as well as for after school activities. Ten full-time and 2 part-time staff and 8 students staff the nursery and a manager undertakes the overall responsibility of the nursery.

The group receives support from the Early Years Day Childcare Partnership.

### How good is the Day Care?

Small World Nursery provides satisfactory care for children. Staff are well qualified and experienced, and know what is expected of them. Space is organised to suit a range of activities in each area of the nursery, enabling all children to progress at an appropriate rate. Some areas can be very noisy. A huge range of stimulating resources is provided to help children develop life skills and help them learn, and all are stored at low level to allow easy access without help. Some documentation does

not contain the required detail and is not routinely maintained, and staffing ratios are not always kept in line with registration requirements.

Effective systems are in place to monitor safety, and procedures are reviewed regularly to reduce hazards and ensure children learn how to keep themselves safe. Health advice is given to parents and carers but hand washing facilities for staff are poor. Children are provided with nutritious snacks, which they help prepare, and they choose when to have refreshments, serving themselves confidently. Most staff have received some child protection training and know who to contact if they have concerns.

All children have opportunities to develop independence and take responsibility for accessing resources and tidying away. They remember routines, form strong bonds with staff and enjoy the activities. Children are taught to consider others and all are treated with respect, valued for their differences, and included fully as part of the group. Procedures are in place to observe and monitor children with special needs, and staff work hard to overcome language barriers. Effective strategies are in place to promote good behaviour among older children but toddlers are expected to conform and some find the routine too rigid.

Parents of older children are discouraged from entering the classroom and need appointments to share information with staff, but other parents are kept well informed about their children's day.

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

After the last inspection the nursery was required to act on the recommendations made by the Environmental Health department, and prepare and maintain standards required by the Children Act Regulations.

A member of staff has attended a food hygiene course and a probe has been purchased to monitor the temperature of food.

Some of the procedures required by Regulation are still not followed. Some accidents are recorded clearly and signed by parents as required but some are not being recorded. The daily record of attendance does not indicate when children have left and does not include children's hours of attendance, and no record is kept of visitors.

Actions have been raised to address all these issues more clearly.

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

- All children are independent. They choose activities, access resources, competently follow lunchtime procedures to fetch their food, obtain second helpings and clear away, and practise a range of skills to develop their self-care.

- The staff work well as a team. They are caring and supportive and know the children well. They need little direction to carry out their duties and judge for themselves where they are needed to ensure children are occupied, settled and contented.
- Safety is monitored and reviewed regularly. Some hazards are reduced but not removed, to enable children to learn how to cope with difficult situations under controlled conditions. Staff remind children how to carry scissors safely and use sharp knives, and children act very responsibly.
- Refreshments are healthy and plentiful. Children help prepare fruit, chopping it into manageable pieces and preparing enough for the whole group. They choose when to have their snack, serve themselves sensibly and eat well. Children pour their own drinks from glass jugs, selecting from water or juice, and when they finish they wash up at the bowls provided, getting clean water when they need it.
- Equal opportunities are fostered well. Children are taught to be considerate to others and all are treated with respect. Everyone is valued for their differences and included as part of the group. Staff wear their traditional dress and Spanish circle time is practiced with very young children using a treasure bag.

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

- documentation, to ensure a record is kept of all visitors, the daily record of attendance includes children's hours of attendance, and all accidents are recorded
- staffing, to ensure trainees under 17 years are not counted in the ratio
- hand washing facilities for staff
- flexibility in the toddler room, to allow them to choose activities if they don't want to participate in circle time.

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

Satisfactory

#### **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?

<b>The Registered Person must take the following actions by the date shown</b>		
Std	Action	Date
14	Keep a daily record of children's hours of attendance and record when visitors are present.	20/09/2004
14	Ensure a record is maintained, signed by parents, of any accidents.	20/09/2004

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
Std	Recommendation
7	Improve hygiene by providing soap and towels in the staff toilet at all times.
11	Increase flexibility to enable toddlers to have more freedom of choice at the end of the day regarding participation in structured activities.
2	Ensure that staffing ratios are maintained at all times and trainees under the age of 17 years are not counted in the ratio.

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

### How effective is the nursery education?

Small World Montessori Nursery provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for personal social and emotional development and mathematical development excels and progress in these areas is very good, but there are significant weaknesses in creative development.

The quality of teaching is generally good. Staff act as good role models to help children learn to respect others and work well as a team, offering one to one help to ensure children are well settled, confident and all able to participate fully. Skilful interaction is used to overcome language barriers, develop thinking and channel children's interests to extend learning at an appropriate rate. Effective procedures are in place to observe children's progress and plan for their next steps, and staff offer a varied program, to build on children's life skills and develop understanding of the environment. Not all staff are involved in planning, and some areas of learning are absent from the curriculum.

The leadership and management are generally good. Activities are managed well to keep children occupied productively and ongoing training is encouraged to ensure consistency. The registered provider is fully conversant with all aspects of the setting and assists wherever she is needed. Formal staff appraisal systems are in place but practice is not evaluated effectively to identify and address areas for improvement.

The partnership with parents and carers has significant weaknesses. Parents and carers find staff easy to talk to and are happy to share general information about their children. They learn about children's progress through parent evenings and appointments with staff, and can ask to see children's progress records. Parents and carers are not encouraged to enter the classroom to see what children have been doing and they receive little information about the ongoing curriculum.

### What is being done well?

- Staff build very good relationships with children. They work effectively as a team to ensure children are well settled and fully supported, offering extra help to overcome language barriers and assist less able children. The children are extremely sociable, confident, and behave well.
- Mathematics is very well developed and promoted. A huge range of equipment is available to challenge different abilities and children match, build order and count confidently. Some are beginning to recognise and order numbers, and confidently help their friends solve number problems.
- An excellent range of activities and resources is provided to develop children's understanding of the environment and improve their life skills.

Resources are carefully selected to challenge children at different levels and children competently polish, wash, fold, pour and fasten with little adult help. They recognise and use numbers correctly and fulfil their curiosity by asking questions and exploring things closely.

- Independence is fostered effectively. Activities are managed and overseen well, with trays and rugs used to develop spatial awareness. Children safely access resources and carry them to their chosen site. They select what to do, breaking for refreshments when it suits them, and organise their own activities for extended periods.
- Diversity is celebrated, valued most highly and promoted as part of modern life. Both staff and children come from a variety of cultures and have differing beliefs and habits. Children readily accept different foods, clothing, and customs and have a well-developed sense of belonging, showing concern for others within their community.

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

- opportunities and resources to develop children's understanding and use of modern technology
- opportunities for children to develop their own imaginations and individuality through creativity and role play
- access to books, to make a wide selection of books freely available each day to develop children's interest in stories and reference material
- the outdoor area to provide frequent opportunities for children to climb and balance, using large equipment and develop other physical skills fully
- partnership with parents and carers, to find ways for them to see what children do, and provide them with full information about the curriculum to enable them to participate in their children's learning
- observation records to ensure they are dated to give a clear indication of the rate of children's progress
- evaluation of practice to ensure areas for improvement are identified and addressed.

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

Limited progress has been made since the last nursery education inspection. Information technology was highlighted as an area requiring improvement but is still not included on the curriculum and there are no resources available to develop this area.

Opportunities to develop dance skills and encourage more imagination in physical sessions were to be provided, and some lively music and movement sessions now take place. Children are learning to move appropriately to interpret music with leadership by adults, but have limited opportunities to develop their own

imaginations.

These points have been carried forward as areas for improvement following this inspection.



## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

All children are interested in the activities and what others are doing. They participate enthusiastically and are happy working alone or with friends. They show concern for others, freely offering help to their peers, and they know and obey the boundaries, reminding others what is expected of them. The children are very independent, organising their time effectively, accessing resources without help, and taking control of their personal care. They are polite, confident and very sociable.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are very vocal and express themselves clearly and confidently. They ask questions, take note of what others are saying, and join in conversations that interest them. They listen carefully to instructions, carefully modifying what they are doing to interpret what adults are saying. Children have free access to mark making equipment and use it with increasing control. Some are able to write their name and draw recognisable pictures. The range of available books is very limited.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Equipment is available to challenge different abilities and children eagerly select activities to develop counting, matching, and ordering. Some are beginning to recognise numbers and can correctly put 1-5 in order. Children use their fingers to show how old they are and most casually use numbers in conversation. More able children show interest in number problems and confidently intervene to help others. They construct impressive 3D objects adjusting the design to improve balance.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show immense curiosity, asking questions until they are satisfied with the answer. They competently use a huge range of resources to develop their life skills and learn about the natural world, and they share information about their environment. Children have a good understanding of time and place, talking about past experiences and the run up to Christmas with friends. All have a heightened awareness of diversity and show respect for others. Technology is not included in planning.

## PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move around safely and have excellent spatial awareness. They interpret music appropriately, balance items on trays, and have good control to lace, buckle, cut and pour. They are developing understanding of their own needs, accessing refreshments and using the toilet when they need. Children practise life skills to develop control, slicing, chopping, folding and polishing expertly but have limited access to outdoors and large equipment. Outdoor activities are not fully developed.

## CREATIVE DEVELOPMENT

Judgement: Significant Weaknesses

Children explore media to learn about shape, texture and colour, and enjoy lively music and movement sessions, singing from memory, running in and out energetically and 'shaking all about' with a wobble. Resources are used to develop work on senses, with blindfolds provided for those who want. Children complete nice pieces of craft work but they are directed by adults and provide limited opportunity for individuality. Dressing up and role play is rarely available to develop imagination.

**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**

- develop the curriculum to increase opportunities for children to learn about modern technology, develop their imagination and individuality through creativity, fully develop their physical skills, and have free access to a wide selection of books
- introduce better monitoring systems to evaluate practice and record children's progress
- improve opportunities for parents and carers to learn about the curriculum and be involved in their children's learning.

*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.*