

# Small World Day Nursery

Inspection report for early years provision

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**Unique reference number** EY399819  
**Inspection date** 21/12/2010  
**Inspector** Kashma Patel

**Setting address** 975 Stratford Road, Hall Green, BIRMINGHAM, B28 8BG

**Telephone number** 01216933071

**Email**

**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 71 children on roll, of whom all are in the early years age range. Of these, 17 receive funded education for three- and four-year-olds and one receives funding for two-year-olds. 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 21 members of staff. Of these, 17 hold appropriate early years qualifications to Level 2 and 3. One member of staff has a Foundation Degree in Early Years. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled at the nursery. They have access to a good range of age-appropriate toys and resources which enable them to make good progress in the six areas of learning. Staff offer an inclusive and welcoming service, generally supporting all children to actively participate in activities which meet their individual interests. Partnerships with parents and other professionals are in place which ensure every child is well supported in the nursery. All policies, procedures and documentation are well implemented, which contributes to the welfare and safety of children. However, the complaints procedure does not contain sufficient details. The management and staff team have a clear idea of the setting's strengths and areas for improvement and effective plans are in place to ensure continuous improvements.

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

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

- ensure that parents are provided with the details for contacting Ofsted so that children are adequately protected (Safeguarding and promoting children's welfare)(04/01/2011) 04/01/2011

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

- provide opportunities for children to develop and use their home language in their play and learning in order to value linguistic diversity.

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

Children's safety is well promoted as all staff have a good understanding of safeguarding issues and are clear about their responsibilities to protect children. The safeguarding policy is comprehensive and in line with Local Safeguarding Children Board guidelines. In addition to this, there are clear and robust recruitment procedures, including Criminal Record Bureau checks, which ensure all adults working with the children are suitable to do so. Staff check the identity of all visitors on arrival, and their departure is also recorded. This further protects children from persons not vetted. Staff are well deployed throughout the nursery and the key worker system ensures children are safe and receive high levels of support.

The professional development of staff is valued, consequently staff are keen to attend training and improve their knowledge and understanding of childcare issues. Effective systems for self-evaluation are in place, enabling the management to identify areas of improvement. Some of these have already been addressed and new targets set, which demonstrates the nursery's capacity to maintain continuous improvement.

An effective risk assessment is in place covering all areas accessible to children. This is further supported by a daily visual check and a tick list, to ensure that potential hazards to children are identified and minimised. The environment both indoors and outdoors is welcoming and exciting. A good range of toys, resources and equipment help children to develop new skills which promotes their development. For example, the outdoor area has recently been refurbished and includes different areas for learning and development. This includes designated areas for growing plants, physical activity, and a road to help promote children's awareness of road safety. All documentation, policies and procedures are in place and reviewed regularly to promote children's welfare. However, the complaints policy does not contain the address and correct number for the regulator which is a legal requirement not being met. This means that parents do not have the correct details for contacting Ofsted.

Children learn about the diverse community through a range of resources which promote equality of opportunity. Staff work with parents to learn the key words to support children who speak English as an additional language. However, this needs to develop further to ensure every child's home language is promoted in the setting.

Positive relationships are in place between the nursery and parents which ensures each child's individual needs are well met. Parents receive useful information on all aspects of the nursery through daily discussions, newsletters and at parents

evening. Opportunities for home-learning are in place which includes taking Percy the teddy bear home for the weekend. Parents have also requested that older children have homework to prepare them for when they go school.

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

Children are well cared for in an environment which is accessible, inclusive and welcoming. Activities are clearly rooted around children's individual interests which enables them make good progress in their learning and development. Systems for observation and assessments are in place which clearly identify what children need to do next. This information is then used for planning to ensure children continue to make good progress in the six areas of learning.

Children have good opportunities to increase their independence. For example, at free play time they select toys of their own choice and help staff set up. Daily opportunities are in place for children to make marks using pens, pencils and crayons. They write for a variety of different purposes such as letters to Santa Claus and shopping lists in the role-play area. The daily signing in and out system ensures children have opportunities to recognise letters of the alphabet. Older children are also able to write many recognisable symbols from their names and their work is displayed to promote their self-esteem. Older children's early maths skills are fostered through use of a maths area which has a variety of resources to help them count, sort, and compare objects. Children access electronic toys, such as vetch toys and the computer which they operate independently. Babies enjoy the stimulation from sensory toys which light up and make sounds. Children enjoy messy play with jelly, paint and cornflour which enables them to express their feelings.

Children have time to be physically active and also times to rest and relax. Excellent use is made of the garden on a daily basis to enable children to get lots of fresh air and exercise. Children access a wide range of designated play areas and equipment to improve their physical development. Children learn about being safe through regular activities. For example, staff talk to children about safe places to cross the road and this is further reinforced through role play activities in the garden using appropriate equipment. Babies feel secure due to high staff and child ratios which enables them to explore their surroundings safely.

Good hygiene practices across the nursery help to minimise the risk of spreading infection and promotes children's good health. For example, staff wear aprons and gloves when changing nappies and use an antibacterial spray to clean tables. Children are aware of the importance of hand washing as they talk to staff about germs.

Children enjoy freshly prepared meals and snacks which meet their individual dietary requirements. Meals for babies are also prepared according to their stage of development. Mealtimes are social occasions which are used well to promote children's independence and self-help skills. Children receive praise and stickers for

good behaviour such as sitting and listening nicely and lining up to go to other 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	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

<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