

Small World Day Nursery

Inspection report for early years provision

Unique reference number	255150
Inspection date	16/02/2011
Inspector	Jasvinder Kaur
Setting address	81 New Birmingham Road, Tividale, Oldbury, West Midlands, B69 2JF
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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.

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Description of the setting

Small World Day Nursery has been registered since 1991. It operates from an extended detached property in the Tividale area of Sandwell. Children attending the setting come from a range of social, cultural and economic backgrounds. There is off road parking to the front of the property and a fully enclosed outdoor area at the rear.

The nursery is registered to care for a maximum of 47 children under eight years at any one time, of whom no more than 42 may be in the early years age range. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 57 children on roll. The nursery receives funding for nursery education. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language. Children attend both full- and part-time. The nursery is open Monday to Friday, 51 weeks of the year from 7.30am to 6.00pm.

There are currently 20 staff working with the children. All of the staff hold a relevant early years qualification. One staff member is currently working towards a foundation degree. Three housekeeping staff are also employed. There are six students on work placement. The setting receives support from an early years advisor from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All policies and procedures are inclusive and are implemented successfully to promote children's welfare. The partnership with parents and carers is positive, and there is a two-way exchange of information on a daily basis with regard to children's routines and development. The children are safe and secure and enjoy their time in a friendly environment. They are provided for successfully in most aspects of the Early Years Foundation Stage. Managers have a clear vision of improving outcomes for all children, and all adults working within the setting share this vision in making further progress in most areas.

What steps need to be taken to improve provision further?

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

- obtain information from parents in advance of a child being admitted to the provision, regarding who has legal contact with the child (Safeguarding and promoting children's welfare).
- 23/02/2011

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

- increase the challenges set for children in order to reinforce their skills and persistence in completing tasks
- organise resources in the pre-school room on a daily basis to further children's creative and numeracy skills.

The effectiveness of leadership and management of the early years provision

Implementation of the clear policies and strategies and staff's clear knowledge of their responsibilities ensure children are safeguarded in respect of child protection issues. There is a rigorous system in place for the recruitment and selection of staff to ensure that any adults employed are suitable and have appropriate levels of qualification and experience. There are appropriate arrangements to ensure that students are not left alone with children. A safe and secure environment is provided, and the security of the premises is very well maintained. Effective risk assessments and daily safety checks are carried out in all areas and for projected outings to eliminate risks. All staff demonstrate good awareness of the health and safety requirements. Although comprehensive details about each child are successfully collected to promote their welfare, the setting does not obtain information from parents about who has legal contact with a child. This is a specific requirement of the Early Years Foundation Stage. Staff promote the good health of children, as they take all necessary steps to prevent the spread of infection and take appropriate action when children are ill.

Staff create a bright and stimulating environment and offer an inclusive and welcoming service for all children and their parents. In most rooms, good organisation of resources provides free choice to encourage children's independence in initiating their own play. However, in the pre-school room resources are not always organised to further children's creative and numeracy skills. Nevertheless, a wealth of displays of visual aids and children's own artwork supports their learning and self-esteem. They are encouraged to understand and respect the values and differences of others. Tasting oriental foods and celebrating festivals of different religions and cultures all through the year, as well as a selection of resources and displays depicting positive images of diversity, help children to understand and respect the values of others.

Evaluation of the setting includes listening carefully to the views of staff and parents to enhance practice. Parents' views are sought through verbal feedback and regular questionnaires. The staff are proactive in accessing training to continually update their professional skills. This brings further improvement to the provision and leads to better outcomes. Children benefit from positive and professional relationships between parents and staff, who recognise parents' contribution as partners in their children's care and well-being. Their achievements and progress are discussed on a regular basis and at biannual parents' evenings. Regular newsletters keep parents informed of changes and events within the nursery. Staff work effectively in partnership with external agencies or services to promote children's learning and well-being. They meet with and invite the local school staff to discuss individual children's development.

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

Children share warm and friendly relationships with the staff and their peers. They benefit from an effective key person system and appropriate child-to-staff ratios. As a result, they receive good individual attention where required, and this helps their development. Staff work well together and contribute to the planning of activities. This includes detailed input on the six areas of learning and development to cater for the needs of children and to plan next steps in learning. Staff join in with play and are actively involved in group games. However, staff do not always set challenges for children to become skilled or complete their tasks.

Babies interact positively with staff, who spend time talking to and playing with them. One-to-one attention helps to promote their wellbeing and to develop a positive sense of themselves. A variety of toys and equipment, including mirrors, paints, sand, water and push-along toys, helps babies to learn and develop a curiosity about their environment. It also helps to improve their skills of physical control and movement.

Children are enthusiastic and eager to show their skills to others in group games and singing, as staff join in with their play and enjoy being involved in activities. For example, they all share their knowledge and experiences in a group while taking part in a themed project about 'people who help us'. Staff encourage them to recall what happened in a story and what might happen next. Children sing songs with delight and intentional variations in volume. They have plenty of opportunities to practice their manipulative skills using one-handed tools and equipment. They use language to compare size and quantity, and are encouraged to solve simple number problems through play and singing number rhymes. Younger children randomly say numbers and take pride in their success.

A variety of activities is provided to foster children's understanding of the environment they live in. These include trips to local and distant amenities, growing flowers and vegetables, learning about people and animals and observing changes in the weather. A selection of resources, including tools, computers, magnifying glasses and electronic toys, gives children opportunities to begin to develop their understanding of technology. A range of texture experiences, including using rice, pasta, jelly, shaving foam, gloop, natural materials and water and sand, as well as hand and foot printing, encourages children's talents. In the home corner, children pretend to be a baby or a mummy and to cook and iron.

All through the day, children learn to be active through the provision of plenty of opportunities for coordination, control, manipulation and movement. Daily access to the outdoor play area and use of physical play equipment enable children to feel the positive benefits of being healthy and active. All enjoy freshly cooked meals consisting of fruits and vegetables. Drinking water is readily accessible to all children throughout the day. Staff use these times as opportunities to promote children's social development. They enjoy saying 'cheers' to each other and raise their glasses of juice.

Children show that they feel safe and confident, as they enthusiastically help staff to tidy-up. They are well behaved and form positive relationships with adults and peers. They have a good awareness of right and wrong, responding positively to guidance from staff. Children are praised and their efforts are recognized appropriately. They learn how to keep themselves safe through daily routines, some arranged activities and simple rules of which they are reminded during play.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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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:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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