

Small World Nurseries Limited

Inspection report for early years provision

Unique reference number	503594
Inspection date	21/02/2011
Inspector	Wendy Fitton
Setting address	Tudor House, Manchester Road, Castleton, Rochdale, Lancashire, OL11 3AD
Telephone number	01706 861 103
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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 Nurseries Ltd is managed by a private organisation which has been registered as a limited company since 2001. The nursery operates from a large converted, detached house in the Castleton area of Rochdale. Younger children are located on the ground floor and pre-school children are based on the first floor. A self-contained baby unit which provides care for children under two years is situated to the rear of the main property. An out-of-school facility operates from a portacabin. A transport service is provided for children attending on a before and after school basis. The nursery take and collect children from a number of local schools.

The nursery is registered to care for a maximum of 94 children at any time including 16 before and after school children. The nursery is open weekdays from 07.00 to 19.00, 51 weeks of the year. All children have access to a secure outdoor play area. There are currently 90 children aged from birth to eight years on roll, of whom 21 receive funding for nursery education. The nursery currently supports children with learning difficulties and children who speak English as an additional language.

The nursery employs 14 full time staff and nine part time staff; of these, 10 are qualified to level three or above. There are four members of staff that are qualified to level two. In addition, a number of staff are undertaking additional training. The pre-school group is managed by a member of staff who holds Early Years Professional Status. A cook and cleaning staff are also employed. The setting receives regular support from the local early years and curriculum teams. The nursery achieved the Rochdale Children Deserve Quality Award and Investors in People Award in 2006. The quality award has been re-accredited following a quality audit in August 2007.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very well cared for in a welcoming and child centred environment. The nursery is fully inclusive and reflects the children's backgrounds and family lifestyles. The organisation of the educational programmes reflects some varied and interesting experiences; meeting the needs and interests of the children. There are effective partnerships established with both parents and carers and good links to other professionals, who meet the children's welfare and developmental needs. The system for evaluating the quality of the provision is effective. A plan for the future, to appraise the setting and further promote the quality of the provision, is in progress.

What steps need to be taken to improve provision further?

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

- develop further the system of planning for children's future learning needs as they progress towards the early learning goals
- develop further the environment and resources to enable children to enhance their play throughout the continuous provision.

The effectiveness of leadership and management of the early years provision

Children are protected and safeguarded through the policies and procedures in place to ensure those working with children are safe to do so. The nursery's safeguarding policies are implemented, with staff knowing their role and duty in keeping children safe from harm. Staff are experienced and qualified in aspects of learning and the welfare needs of young children. Weekly risk assessments of the premises and outdoor areas are carried out by nursery staff. The management carry out very detailed risk assessments once a year for all aspects of the environment and equipment. Health and safety practices are in place which ensures children's safety and well-being are maintained through accident and medication records, the provision of suitable resources, the placement of safety equipment and following hygiene practices. Management, staff, children and parents are involved in any self evaluation process. This ensures that everyone can channel their efforts and ideas into successfully improving the outcomes for children and the provision, in partnership with outside support networks. The nursery clearly recognises its strengths and weaknesses and has responded positively to the previous recommendations from the last inspection. For example, children have more opportunities to role-play and mark make and the provision for children to drink and eat in appropriate areas has now been enhanced.

Partnerships with other professionals are evident and ensure children are supported and that there is continuity of learning and care. For example, there are good links with local primary schools, complementing the care and learning of the children who attend the out-of-school club provision. Reception teachers visit the nursery at the end of term to involve children in their transitions to school. There are links with the local authority support and advisory service as the nursery is working towards the quality assurance award. Children are making good progress in their learning and development as the deployment of resources is good. Most staff use resources and equipment creatively and imaginatively and are positive in making changes and taking things forward. The storage and accessibility of toys and equipment is effective and enables the children to plan and organise their games, activities and use of toys. However, enhancements in the continuous areas of provision are limited. This impacts on children's own ability to follow their interests, extend their knowledge and challenge their thinking.

The nursery works well in partnership with parents and this helps children to feel secure and confident. Parents are welcomed into the nursery and warmly greeted. They are encouraged to settle their children and complete all of the important information about their child, so appropriate care can be provided. At the start of placement every parent is given an information sheet about their key person and they are encouraged to contribute information about what their child has been

doing at home. Younger children have a daily journal which provides parents with information about all care practices, routines, and activities throughout the day. There is a wealth of information available to parents from notices around the areas, newsletters, photographs and access to the policies and procedures.

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

Staff have a good knowledge of the learning and development requirements. They support children's learning through well planned activities and experiences, with access to a range of resources for children to play, explore and become active learners. The planning of the learning environment is linked to the six areas of learning and children play freely and spontaneously. Staff respond to the information provided by parents and there is a good focus on children's individual interests. Staff document significant comments and observe children throughout the day. The observations are linked to the six areas of learning and this informs the planning. Children are tracked and assessed using the early years foundation stage documents. However, it is not clearly evident how children's future learning needs are planned for and identified in activities.

Children feel secure and confident with their key person and respond to the routines and rhythms of the day. They develop their personal and independence skills as they put on their own aprons for painting, put on their own coats and tend to their own bathroom needs. They help themselves to drinks and snacks according to their own wishes. The children select toys and equipment from the storage units and baskets around their environment. Children use number language during their play and routine activities; they calculate how many bowls they need for the cake and how many children sit at the table. They recognise letters and labels on displays and begin to recognise their own names on the coat pegs. Children listen to instructions and carry out simple tasks. For example, tidying up. They learn the rules of good behaviour through pictorial examples of sitting nicely, listening to each other and closing lips during the story. Children freely access books and learn how to look after them, turning pages correctly. They ask questions and are challenged to think through open questions, with support and encouragement from adults. Children practice their mark making through the provision of small tools and different mediums of paint, sand, shaving foam and cornflour. Children develop their physical skills when playing on large equipment outside, they access wheeled toys and participate in music and movement. They develop their fine motor skills with jigsaws, activity toys and manipulating play dough with rollers and cutters. Children learn about different families as they bring photographs to display of the special people in their lives. They learn about their outdoor environment as they go to local parks, dig in the soil and learn about different environments. People from other countries and cultures share their traditional foods, lifestyles and cultures and children are beginning to learn key words in different languages.

Staff are fully committed to good quality care. This actively promotes the children's knowledge and understanding of safety, healthy lifestyles and develops their skills

for the future, which enables them to make a positive contribution. Children are provided with a healthy balanced diet and learn about being healthy and active. The effective hygiene procedures and routines maintain children's well-being. For example, staff follow cleaning rotas and nappy changing procedures. Children are encouraged to wash their hands and follow the pictorial examples for good hygiene practices around their environment. They understand the importance of keeping safe and are able to explore and take simple risks. Children are asked to sit down when using scissors; they are involved in fire drills and practice road safety procedures when out and about in the community. Children are safe in the setting and feel safe, confident and comfortable. They play happily and approach staff with confidence. Staff explain to the children about why the safety gate is closed across the doorways and in the outside areas. Children's behaviour is managed in a way that supports their understanding of what is right and wrong, and in accordance with their individual ages and stages of development and understanding. Children are aware of the rules and boundaries. Staff ignore any negative behaviour, and distract children to another activity giving an explanation and reason for this. Parents are involved with any issues or concerns relating to behaviour and strategies are discussed in partnership. Children respond to praise, support and encouragement and develop their personal self-esteem.

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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