

# Earlyworld Nursery

Inspection report for early years provision

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**Unique reference number** 224088  
**Inspection date** 31/03/2011  
**Inspector** Shirley Wilkes

**Setting address** Oxon Business Park,, Welshpool Road, Bicton Heath,  
Shrewsbury, Shropshire, SY3 5HJ

**Telephone number** 01743 232500

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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*.

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## **Description of the setting**

Earlyworld Nursery opened in 1996. It operates from nine rooms in a purpose-built building situated three miles from the centre of Shrewsbury and serves the local and wider community. Children attend for a variety of sessions.

The nursery is registered to care for up to 126 children aged under five years. There are currently 157 children on roll. The setting supports children with special needs and those with English as an additional language.

The nursery opens five days a week all year round from 7.30am to 6pm. There are 24 members of staff employed to work directly with the children and include a qualified Early Years teacher within the pre-school. There are 15 members of staff qualified to level 3 and two members of staff qualified to level 4.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The children are making excellent progress in their learning; they are enthusiastic, eager, and motivated learners who are settled and secure at the setting. Staff have a very good knowledge of the Early Years Foundation Stage and how children develop and learn through play, they demonstrate that they fully understand the welfare requirements. Children benefit extremely well from continuity of learning and care because the setting liaises with parents and other agencies to ensure individual children's needs are met and their protection assured. Successful steps are taken to self-evaluate its provision for children and the nursery demonstrates an excellent capacity to make continuous improvement and sustain its existing very high standards.

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

To further improve the high quality early years provision the registered person should consider:

- continuing to use self-evaluation and quality improvement processes as the basis of ongoing internal review.

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

Children are fully safeguarded by staff who have an excellent understanding of their role in child protection. All staff are very aware of the possible signs of abuse and know what to do if they have concerns about a child. Designated staff understand their responsibilities to safeguard children and capably describe procedures for working with relevant agencies to protect children from harm or neglect. Rigorous and robust recruitment and induction procedures backed by

ongoing relevant staff development and training, ensure that all staff working with the children is suitable, capable and well qualified. Risk assessments, which cover all areas, equipment and outings are conducted and reviewed regularly. The manager completes an audit of any accidents to inform risk assessments and staff conduct daily checks of all areas of the setting to ensure children's well-being.

The premises are very welcoming, brightly decorated with children's art work and photographs. Staff ensure that all areas of the premises are utilised, to provide children with vast amounts of play space both inside and outside. Routines run extremely smoothly as staff are well deployed to support children. Children's care and early education is successfully promoted by a very dedicated, caring and motivated team of adults who are very passionate about the service they provide. Morale is high and their energy and enthusiasm has a positive impact and results in a setting of an exceptionally high standard where children's needs are fully met. The nursery promotes inclusive practice at all times and works well to ensure that each child and family is fully included in the life of the setting. Staff have an excellent understanding of children's individual needs and recognise and value children's differences. All children are able to access a good selection of resources to learn about the wider world and other cultures through their play and take part in celebrating various festivals.

A key worker is allocated to each child to aid communication between parents and enable close bonds to form with children. Ratios of staff to children are exceeded; as a result, children receive high quality interaction. All parents complete a starting booklet about what their child can do and their individual likes and dislikes. This information helps staff to have an excellent knowledge of each child's background and needs. Children benefit from their parents' involvement in their learning in the setting. Parents are well informed about their children's welfare, achievements and progress so children are able to continue their learning at home. They are also given written and verbal information about their child's day. Parents are encouraged to review their children's learning journals and write comments and to make use of the 'activities at home' sheet provided for the pre-school children. The staff recognises the importance of working with other professionals. They have made appropriate links with other settings children attend to ensure continuity of care and learning. Close links have also been developed with local schools to ensure a smooth transition as children move on in their education.

The management demonstrates a very high commitment to improving their practice and has a clear vision for the future to maintain continuous improvement. They are totally committed to continuous improvement and the capacity for this is admirable. They work closely together to find and implement systems to develop the provision and ensure that children consistently receive a high level of childcare and education. All recommendations from the last inspection have been successfully and comprehensively addressed. This results in a setting that is forward thinking, exceptionally well organised and demonstrates a shared vision for the future to ensure that continuous improvement is sustained.

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

Children make excellent progress towards the early learning goals. Staff provides a very wide range of activities that take into account children's individual learning needs. They provide a varied and well-balanced day where children are able to follow their own initiated ideas as well as some adult-led activities. Very well thought out planning and assessment and the organisation of activities in all areas of the nursery, especially in the pre-school room have resulted in the very successful promotion of child-centred learning. Children's ideas, choices and interests are fully encouraged by staff and ensure that children continue to make progress in line with their capabilities and starting points.

Children arrive happily and are eagerly settle to play with the wide range of stimulating and interesting activities that cover all aspects of their learning, for example, problem solving, language and literacy and information and communication technology. The effective organisation of the resources enables children to make independent choices and decisions. They do this with enthusiasm and this contributes to them having a positive attitude towards their learning, promoting their confidence, self-esteem and progress.

Through their interaction with the children the staff ensure appropriate levels of challenge are available for all. Children are very eager to play and join in with the activities; they get excited at what they are doing. Their levels of concentration are excellent as they are allowed to spend time at their own chosen activity and go back later to consolidate their own learning. Children have lots of opportunity to 'mark-make' and use the emerging writing skills, for example, using the note pads in the role-play area set out as a garden centre and when labelling their works of art. Children recognise their own names and their friend's names when finding their placemats at lunch time. Toddlers enjoy using the painting easel and playing with the shaving foam making marks. Children count and use numbers throughout their daily activities, such as, counting when lining up for out door play children recognise numbers and eagerly share this knowledge.

All children behave very well as staff use positive approach suggestions to manage behaviour. Staff acts as positive role-models. They foster children's self esteem and offer praise and encouragement at all times as they sensitively remind children to share with their friends, to be polite and to be kind and helpful. The setting is wholly inclusive and all children are integrated and included in activities. Children with additional needs are supported by experienced practitioners who work closely with other professionals to ensure that their needs are consistently met.

Babies settle very well when left by their parents and demonstrate they feel safe and secure with the staff. Babies enjoy tactile activities, for example, looking at books that make noises or have flaps that lift up and reveal another picture. Babies clap and follow some actions during singing and delight in greeting visiting members of staff. Children play lovely together and have definite friendship groups in place. They help and support each other whilst playing and are very caring towards each other. Children learn about their local environment when

taking walks around the local area and discover the wider world as they learn about different countries through tasting food, celebrating festivals and dressing in costumes from around the world. Children begin to understand the needs of others through taking part in fund raising events, for example, dressing up as 'Wally' for red nose day. Children have had a visit from the animal man and also have visited a zoo following themes around animals.

Children follow very good hygiene practices as they take increasing responsibility for washing their hands appropriately throughout the day. They benefit from varied menus that take account of children's dietary needs and introduce them to a good range of healthy foods. The setting has received a platinum award which means they also have had to adopt a breastfeeding friendly policy. Meals are cooked on site from fresh ingredients, and children learn table manners and social skills as they sit together for meals in small groups. Children enjoy their meals and eat very well. The older children demonstrate a very good awareness of healthy foods as they talk about foods that are good for them, for example, the carrots make them big and strong. Water bottles have been introduced into the older children's rooms and these are frequently accessed by the children. Children learn about keeping themselves safe through the discussions and activities provided. They have visited the dentist to consolidate their learning when having the role-play area set up as a dentist's surgery. They practise evacuation procedures and learn how to use equipment safely. The support and care they receive from staff and the bonds they are forming with them enable children to feel secure and safe in their environment. Children thoroughly enjoy their time in the well thought out play area and take delight in acting out a story about 'going on bear hunt' using the forest area to hide in the bear's cave and using the shaving foam to create the snow. All children have access to the very well set out and resourced outdoor play areas and babies are taken on walks in their pushchairs around the local area and to visit the park.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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