

# Small World Nursery

Inspection report for early years provision

---

<b>Unique reference number</b>	133393
<b>Inspection date</b>	16/05/2011
<b>Inspector</b>	Jan Leo
<b>Setting address</b>	89 Bagley Wood Road, Kennington, Oxford, Oxfordshire, OX1 5NA
<b>Telephone number</b>	01865 326660
<b>Email</b>	admin@smallworldmontessori.co.uk
<b>Type of setting</b>	Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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 is a privately owned Montessori setting offering nursery places and an out of school facility. It opened in 1990 and operates from a converted barn and a bungalow in a rural area of Kennington, Oxford. A maximum of 70 children under the age of eight years may attend the setting at any one time and all may be in the early years age group. Children attend on a full or part time basis. The nursery is open from 8.00am until 6.00pm for 49 weeks of the year. Children have access to a large enclosed outdoor area.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It offers places to three and four year old children who are in receipt of funding for free early education sessions. The nursery currently supports a small number of children who speak English as a second language or have learning difficulties and/or disabilities. There are currently 101 children on roll including 86 who attend the nursery aspect of the provision and are in the early years age group. The remaining children attend the out of school facility.

The setting employs twenty members of staff on a daily basis as well as support staff, including a qualified cook and a cleaner. Most of the staff have undertaken Montessori training and hold relevant early years qualifications at level 2 or above.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff provide a calm and stimulating environment following the Montessori principles, promoting equality of opportunity and individual learning to help children reach their full potential. All aspects of health and safety are well promoted in practice but risk assessment records do not comply with requirements. The resources are very well utilised to help children develop useful skills for the future and learn what is expected of them. They behave well and feel very secure with all staff, making excellent progress despite the lack of a key person system to assist the settling process. Strong relationships exist between staff and parents to create a partnership of care and links with other carers are developing. Staff and management work closely as a team to identify and address areas for improvement and they willingly attend training to stay up to date and develop their skills further. Documentation generally supports the service but some lacks detail to be of full value.

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

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

- assign a key person to each child to strengthen the settling in process 30/05/2011
- develop risk assessment records to include the date of completion, by whom, date of review and any action taken following a review or incident. 30/05/2011

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

- ensure records, policies and procedures contain full and up-to-date information to better support the safe and efficient management of the setting.

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

The staff have a secure understanding of the safeguarding procedures having recently attended training to reinforce their knowledge and understanding of the process. Formal instructions for numerous activities assist staff in identifying hazards and how to overcome them and staff are diligent in training children to use the equipment safely and sensibly to avoid accidents. This results in a safe and well supervised environment in practice but the risk assessment documentation lacks specific information and does not comply with legal requirements.

Staff monitor use of the resources carefully in order to provide children with a broad knowledge of everyday life and equip them with the skills they need for the future. Each child has a personal development plan and specific goals to work towards based on their age and ability. The current system is very successful in providing all staff with the knowledge they need to support each child within the group and the staff are skilled in using the information to encourage children's ongoing development. Whilst the allocation of a key person is mandatory for all children in the early years age group, the lack of one appears to have very little impact on the children at this nursery. Indeed, one parent confirmed that children choose their own key person, forming close attachments to their preferred adult informally whilst also benefitting from the skill and attention provided by all other staff.

The parents have access to clear information about the setting and their children's progress, benefitting from parents meetings, newsletters daily diary entries and photographic displays to help feel involved in the day. They find the staff very approachable and value the service highly. Links with children's other carers are beginning but are not yet used to maximum effect to consolidate their care and learning fully.

The staff work very well together as a team and all contribute ideas to help lead improvement. Regular meetings provide staff with a forum for evaluating their service and they use ongoing training and advice from childcare professionals to help raise standards. All recommendations are considered carefully before being addressed and systems are constantly monitored to measure their effectiveness.

All of the required documentation is in place and staff find the paperwork easy to use and understand. Some however lacks detail and the certificate of registration, whilst on display as required, is too high to be read.

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

The children arrive happily and eagerly choose what to do, following the rules of the nursery when accessing, using and packing away the equipment. The staff recognise and value children's individualism, providing numerous opportunities for them to make choices and take control of their day. Some work alone, polishing a mirror or washing craft equipment while others sit together to practice their mark making skills. The children concentrate well scrubbing the rolling pin, for example before scrutinising its cleanliness. The children are very sociable and sit chatting together as they work, taking about what they do to show pride in their achievement. Some children volunteer to help prepare the snack, learning how to use sharp knives safely before cutting up the fruit for themselves and their peers. All use equipment confidently and with considerable control over their movements.

Older children benefit from an open door policy and freely move about to vary their day. They have access to a wide and stimulating range of equipment to develop their physical skills and they learn to share and take turns fairly from an early age. All children have access to some equipment at low level and staff routinely rotate the resources to increase challenges and keep children interested.

Staff in the baby room sit on the floor to play with the children and help them feel secure. They provide cuddles and constant conversation to help the babies feel part of the group. All staff have a good understanding of how children learn and actively promote development without the need for advice from management. Most make full use of learning opportunities to help children progress and all staff have high expectations which encourage the children to do well.

Babies and toddlers experience outdoor learning at regular intervals and have opportunities to mix with older children to widen their social network. The children follow their own interests and their feelings are respected. In turn, they learn to be kind and considerate towards others and all play exceptionally well together. The children are sociable, confident and happy. They become very independent from an early age and are enthusiastic learners.

The staff plan activities in advance and identify specific targets for each child to work towards. All staff familiarise themselves with the aims for each child in order to assist their development and consequently, all make good progress. The staff monitor what children do to ensure they cover a balance of activities and they share the information with parents to help them feel involved in their children's progress.

Children who attend the out of school aspect of the setting continue their development with new friends, mixing with children from other schools to make

cakes, play outdoors or create ice lollies using fruit juice. They eagerly help prepare the activities and reinforce their skills through practical tasks while they have fun.

## 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	3
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
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met