

Small World Day Nursery

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare - Non-Domestic

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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 is privately owned and was registered in 2004. It operates from a converted house in Hatfield, Doncaster. The nursery serves the local area and has strong links with local services including the children's centre. There is a fully enclosed area for outdoor play.

The nursery opens Monday to Friday, all year round, except for bank holidays and Christmas/New Year. Sessions are from 8am to 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 108 children on roll, of whom 36 are registered within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities.

The nursery employs 18 members of childcare staff, of whom 14 hold level 3 and above qualifications, including one member with Early Years Professional Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well-developed knowledge of each child's needs ensures staff successfully promote children's welfare and learning. Children are well- settled, safe and secure and they really enjoy their learning. Their inclusive learning is well supported by a good range of toys and resources which means that children progress well, given their age, ability and starting points. Staff and senior managers self-evaluate the provision well using the Ofsted form as the basis for this so that the nursery is making continuous improvements and improving some excellent outcomes for children.

What steps need to be taken to improve provision further?

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

- differentiate to take into account children with additional educational needs and the gifted and talented
- differentiate to take into account children with additional educational needs and the gifted and talented
- review training needs for staff in managing a range of positive behavior strategies

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because the staff have a good knowledge of local safeguarding procedures. They are well informed about child protection and have the appropriate contact details available should they be concerned about a child. All staff and students are suitably vetted. Children are kept very safe because they are vigilant and supervise the children well. They update their risk assessments which cover all areas including outdoors and trips away. Prompt management action is always taken to address any immediate matters which arise. This means all children are well protected when using equipment and resources. Children are also further protected because the nursery keeps good records including accident, medication and attendance records.

Staff are knowledgeable about, and experienced in, the Statutory Framework for the Early Years Foundation Stage. They use this well to support children in their learning, making good observations which are addressed via their good short term planning. The environment is well organized and good attention is paid to staff appraisals and professional development so that attention is paid to high standards from everyone. There is a good range of resources for children to choose from including a range of technological toys, such as computers. Children are able to choose what they would like to play with and can access the majority of resources for themselves, including the books and the home corner. This means that they are able to thrive and make good progress in their development, particularly with regard to their literacy and numeracy.

All staff are very aware of their strengths and weaknesses and are proud of their contribution to the setting's self-evaluation process. They continually look for ways to improve their provision for the children and to this end sets ambitious and appropriate targets. For example, they plan to develop the outdoor area further to encourage children to enjoy their play even more. They also ensure that high standards are maintained. Previous recommendations have been promptly and effectively addressed. For example, they have developed their observation and assessment systems so that good attention is made to identifying the next steps in children's learning. This means that children are making good progress and their needs are being well met across the board.

Staff form significant working relationships with parents and carers. They share useful information about each child on an ongoing basis, such as what they can do themselves as well as their dietary and personal care needs. This means that parent's wishes and children's individual needs are effectively met. Sharing important information also extends to their child's starting points and progress. This means that parents are actively contributing to their child's learning and each child is extensively supported in making progress towards their early learning goals. Effective relationships with other provisions and professionals involved with the children are systematic and contribute very well to supporting children's welfare and learning. Staff provide sensitive and caring support to children who have special educational needs and/or disabilities. Their diverse needs are met exceptionally well. These children's learning needs are supported through the good

observation of their achievements and this information is used to inform future planning. However, these observations are not always fully evaluated. Staff provide sensitive and caring support to children who have special educational needs and/or disabilities. Their diverse needs are met exceptionally well. These children's learning needs are supported through the good observation of their achievements and this information is used to inform future planning. However, these observations are not always fully evaluated. The approach to supporting families, working with parents and other agencies, working inclusively are particular strengths. Children are learning to develop positive attitudes towards themselves and others because discriminatory comments are challenged and staff prioritise teaching the children about other cultures and beliefs on a regular and frequent basis.

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

Children really enjoy being in this setting. They are happy and secure in its routines because staff are careful to meet their needs. Children laugh and giggle and often have fun. They are able to move freely and safely because the staff ensure their environment is very safe. For example they are well aware of where they can go and know how to use the toys and other resources safely. Children's good health is promoted effectively. They readily wash their hands before a snack because good hand washing routines are well established. They are starting to learn about making good choices in food because they are offered healthy options such as fruit. Children are able to get out in the fresh air every day. They are developing good physical skills in walking, running and jumping because they make use of a variety of resources. For example, they can use the wheeled toys and other equipment to test and challenge their skills.

Children are making good progress towards the early learning goals because staff plan activities around their interests and needs, paying a high level of attention to effective transitions. They regularly observe what they can do. They record their progress which is captured on post it notes which are then systematically transferred to their child records so that what they need to do next is identified well into short term plans. Children are developing good language skills, supported by the whole setting's use of a manual signing system to aid communication for everyone. They have developed a love for books, stories, rhymes and songs. They enjoy looking at books, turning the pages to find their favourite picture and talking about what they see. The children have plenty of opportunities to try out their early writing and drawing skills. For example they like to make lines and circles with the chinks, paint and whiteboard markers. They can count ably up to ten and many to beyond 20. They persevere with jigsaw puzzles, enjoying recognising shapes. Children have opportunities to solve problems through everyday situations. This means that their ability to think critically and ask questions is developing well. Staff promote children's knowledge and understanding of the world through a variety of activities such as baking, using play dough and play with small world figures. Children are also gaining good skills in using technology as they access a variety of games and programmes via the computer and other electronic toys

including for the very young which captivates their interest. This means that children are also developing good skills for the future.

Children behave well in the setting. This is because staff offer clear expectations in each room and supervise them using praise and kindness. Consistency of effective approaches across the setting is developing. Good attention is paid to children's social and emotional skills encouraging them to take turns, to share and to develop friendships. This means that children feel safe as they play and learn. Children are learning about their own and other cultures and beliefs because they learn how to celebrate birthdays and many festivals together. Also they play with a wide range of multicultural resources which are well embedded across the early learning goals and effective role models are widely promoted and held in respect.

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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children feel safe	1
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