

Small World Nursery

Inspection report for early years provision

Unique reference number EY253263
Inspection date 26/03/2012
Inspector Margaret Barwell

Setting address The Rookeries, Market Street, Whitworth, Rochdale, OL12
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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

The Rookeries is a privately run nursery owned by Small World Nursery Ltd and is located in Whitworth in Rochdale. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Babies and children under three are on the ground floor and children aged three to five are on the first floor. Opening hours are from 7am until 7pm, every weekday for 51 weeks of the year.

The nursery is registered for a maximum of 55 children at any one time; of these, no more than 50 may be in the early years range, and of these, no more than 18 may be under two years at any one time. There are currently 46 children on roll, and of these, 17 receive funding for nursery education. The setting supports children with special educational needs and/or disabilities and children with English as an additional language.

The nursery employs ten childcare staff and two support staff. Of these, six hold a level 3 or above early years qualification. Two members of staff are working towards level 3 and one member of staff is working towards level 2. The provision receives support from the Early Years Development and Childcare Partnership advisory teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are effectively safeguarded and well supported by trained staff and most policies and records required for the efficient running of the provision are in place. Children benefit greatly from a warm and wholly inclusive environment where every child's needs are met well. The wealth of quality resources contribute to children's good progress. A key strength is the very effective partnership between staff and parents, which promotes continuity of care and learning, further enhanced by good liaison with professional agencies. Well-judged improvement priorities stem from rigorous self-evaluation and, since previous improvement targets have been comprehensively met, the setting is well-placed to secure further improvements in the future.

What steps need to be taken to improve provision further?

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

- keep a record of the risk assessment clearly stating when it was carried out, and by whom, date of review and any action taken following a review or incident (Documentation).

09/04/2012

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

- continue to lead a collaborative learning culture, providing time and space for knowledge-sharing and support for professional development, in particular with focus on the outdoor learning element of the settings improvement plan.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively, because all staff have attended relevant training and have a secure knowledge of the possible signs of child abuse. They understand the procedures to follow if they were to have concerns about a child in their care. Senior staff work effectively in partnership with the local authority when appropriate to support the needs of particular children. Daily checks of the indoor and outdoor play spaces, toys and equipment are carried out and everything that children come into contact with is safe. However, not all required documentation related to risk assessments are recorded, which does not impact on children's safety, but is a breach of the welfare requirements.

Resources are plentiful, of good quality and carefully presented to meet children's emerging interests and learning priorities. The experienced and committed staff team use observational assessment effectively to inform planning, skilfully fostering children's play and learning as they progress towards the early learning goals. Children are treated with equal care and concern and the strong culture of inclusion means that all children feel a sense of belonging in the setting. Staff have a good knowledge of each child's background and needs, providing personalised support to foster children's wellbeing and development. Good liaison with professional agencies is drawn on appropriately to support vulnerable children. Partnerships with parents are excellent and have a significant and positive impact on children's progress. A robust two-way flow of information promotes good continuity and consistency for children helping them to feel safe and secure.

Many improvements have been achieved since the last inspection, and includes the introduction of peer observations for all staff as professional development. Staff development overall has become more systematic, for example, a training summary sheet gives a useful overview of the training and qualifications held by all members of the staff team. Appraisal and supervision for every member of staff ensures all have a clear understanding of their role and promotes a whole team effort. The manager is supported very well by a member of the leadership team. Self-evaluation has involved the owners, manager, staff, children and parents in identifying strengths and weaknesses of the provision. Improvement priorities include the development of the woodland area to support a greater focus on outdoor learning using forest schools principles.

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

Children are enthusiastic and show great enjoyment in what they do. The environment is planned carefully to allow them to choose from a wide range of interesting and stimulating activities, which cover all areas of learning. Very young children show a strong sense of belonging and are confident to explore and initiate their own play. For example, they make patterns in shaving foam with a paintbrush. They choose a songbook and take it to a practitioner, sitting on her knee for their favourite songs and rhymes, developing their early language skills. Children learn to share as they complete a farmyard jigsaw together. The practitioner counts two pieces of jigsaw for each child and they take it in turns to add their piece, naming their farmyard animal as they go.

Older children interact positively with their peers and are keen to share their ideas with their friends and adults. Breakfast is quite lively as children and the practitioner enthusiastically discuss the fun they have had flying a remote controlled toy aeroplane. Children sit in a 'cave' for a story, 'We're Going on a Bear Hunt'. Their self-portraits are on the wall, representing the children going into the cave just before they discover a bear. As the practitioner reads the story, she leaves gaps for the children to fill and they enthusiastically call out the missing word. The children become engrossed and excited, showing their love of literature. Some children know what happens next at each stage in the story, showing that this is a familiar and much listened-to book.

Staff have a good understanding of children's needs as they observe them frequently, listen carefully to what they say and note their interests. Effective use is made of this information to provide a planned, challenging and appropriate environment for all children to explore and learn through play and first-hand experiences. All children have detailed learning story files which contain a wonderful record of their interests, activities and milestones in photographs, words and samples of work. Their progress summary shows that most children make good progress.

The development of healthy lifestyles is outstanding. Reminders from staff and notices about hand washing, encourage good levels of hygiene. Children are offered a very good range of healthy snacks and they benefit from 'home-cooked' meals on site, consequently they develop a good understanding of the importance of nutrition. Staff and the cook make sure all food meets children's dietary and medical needs very well. The secure and attractive outdoor areas make a very good contribution to children's progress in all areas of learning. This includes a lovely woodland area where there are exciting opportunities for children to climb, roll, run and jump and negotiate obstacles which help their physical and problem-solving development.

Most children are confident and build strong relationships in the setting with peers and with adults. They show self-esteem because staff give them encouragement and praise. They play happily on their own or with each other, showing that they have learnt to share and to play together cooperatively. Young children enjoy

travelling to the library on the bus and take responsibility for choosing their own book. They learn about road safety and behave well when out and about because they have a secure understanding of what behaviour staff expect. They show in their play that they are thinking about the safety of others as they ride their bikes carefully to avoid colliding with each other. Babies and young children show that they feel content, safe and secure because staff know them well and ensure their needs are fully met. Good routines mean that they experience a calm and well organised day. Children's communication skills are good in relation to their starting points and their numeracy and information and communication technology skills are developing well. They self-select toys and resources, making choices and becoming active learners. They show curiosity and perseverance as they explore scientific concepts such as sinking and floating. Good modelling from staff helps children to learn how to negotiate and compromise to resolve problems for themselves. Babies and very young children are curious and active learners. Overall, children are developing good skills for successful future learning.

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	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	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
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

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